

# EDUCATIONAL RESOURCES INFORMATION CENTER

February 1975

Volume 10 Number 2



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***education***

## RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

**Organization of Journal.** **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject  
Author  
Institution

Material for this publication was processed for Linotron printing by Operations Research, Incorporated under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget April 9, 1974. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, \$42.70 a year; foreign, \$10.70 additional. Single copy: Domestic, \$3.60. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Cumulative Indexes to **Resources in Education** will be published semiannually. They are not included in the yearly subscription price, but can be ordered by title from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

## **SPECIAL ANNOUNCEMENTS**

### **NAME CHANGE FOR RESEARCH IN EDUCATION**

With the January issue the name of the ERIC abstract journal was changed from **Research in Education** to **Resources in Education** to reflect more accurately the broad scope of the documents the journal announces. The purpose of **RIE** is to make possible the early identification of, and sources for, acquiring a variety of published and unpublished materials of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

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### **Clearinghouse Change of Name**

The ERIC Clearinghouse on the Disadvantaged has changed its name to the ERIC Clearinghouse on Urban Education. The Clearinghouse will continue to monitor research and practice relating to the education of special populations in urban areas, such as blacks, Puerto Ricans, the poor, and the segregated, as well as collecting information on particular issues of urban education. The Clearinghouse will continue to be identified by the prefix UD.

### **How to Submit Documents to ERIC**

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Volume 10 Number 2

February 1975

# Resources in Education

ED 096 387-097 412

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# DOCUMENT SECTION

## DOCUMENT SECTION

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 654 321** **56** **CIE 123 456**

Title. *Smith, John D. Johnson, Jane*

Organization where document originated. *Career Education for Women*

Date published. *Central Univ., Chicago, Ill.*

Contract or Grant Number—only NIE or USOE contracts or grants are recorded. *Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.*

Alternate source for obtaining documents. *Report No.—CU-2081-S*

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above. *Pub Date May 73*

*Contract—NIE-C-73-0001*

*Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)*

*Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)*

*EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage*

*Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women*

*Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois*

*Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)*

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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## CE

ED 096 387 CE 001 358

Wanat, John A., Ed. And Others  
Cooperative Industrial Education. All Purpose Manual.

Jersey City State Coll., N.J. Center for Occupational Education.

Pub Date 73

Note—145p.; For related document, see CE 001 359

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Career Education, \*Cooperative Education, Cooperative Planning, \*Cooperative Programs, \*Industrial Education, Program Planning, Vocational Education, Work Experience Programs

Identifiers—CIE, Cooperative Industrial Education

The basic objective of the cooperative industrial education program is to prepare students for useful employment in occupations of their choice through vocational training by the school and business or industry, providing legal employment, systematic training on the job, and supplementary instruction in the school. Objectives of the program, duties and qualifications of the coordinator, and guidelines for getting a program started (who participates, selection of trainees, legal responsibilities, selecting training establishments, evaluating on-the-job training) are presented. Also discussed are the in-school related class, formation and structure of an advisory committee, necessary budgetary allotment, the Vocational Industrial Clubs of America, evaluation of the program, and career education. (SC)

ED 096 388 CE 001 359

Wanat, John O'Donnell, John  
Cooperative Industrial Education: Where Are We Going? A Comprehensive Report of the Annual Workshop for Cooperative Industrial Education.

Jersey City State Coll., N.J. Center for Occupational Education.

Pub Date 8 Jun 73

Note—107p.; For related document, see CE 001 358

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Career Education, \*Conference Reports, \*Cooperative Education, Cooperative Planning, \*Cooperative Programs, Disadvantaged Youth, \*Industrial Education, Program Development, School Industry Relationship, Vocational Education, \*Work Experience Programs

Identifiers—CIE, Cooperative Industrial Education, New Jersey

The final report of the Cooperative Industrial Education (CIE) Coordinators' Workshop (New Jersey, 1973) includes statements relating to conference objectives, edited transcripts of presentations, summary statements by group discussion leaders, an evaluation of the conference proceedings, and an introductory statement of accomplishments that resulted from the conference. Transcribed presentations include: "Remarks on the Past, Present, and Future" of CIE in New Jersey, "View from the Local Districts on Some Future Developments in Vocational Education," a description of "CIE Service Activities," and comments on the benefits of "CIE For the Disadvantaged." A lengthy presentation made by Dr. H. R. Cheshire, Career Development Specialist, Georgia Southern College, entitled "Career Education: Where Are We Going?", deals with six major items: (1) myths and merits of career education, (2) the disadvantaged, (3) the interdisciplinary approach, (4) teacher education, (5) resources, and (6) initiating programs. Appended are correspondence; workshop information (summaries, evaluations, correspondence, participants); a development certificate; and a press release. (AJ)

ED 096 389 CE 001 869

Keypunch and Verifier—Basic, Data Processing Technology: 8025.11.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—15p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Business Education, Computer Science Education, Course Content, Course Objectives, \*Curriculum Guides, \*Data Processing, \*Data Processing Occupations, Secondary Grades

Identifiers—Florida, \*Quinmester Program

This course outline gives a historical introduction and review of data processing, and prepares students with the skills and techniques necessary to operate keypunch and verifier equipment. Course goals, specific block objectives (orientation, introduction to punched-card machines, keypunch operations, and card verifier operations), and a Quinmester posttest sample comprise the course. It has a five-item bibliography. (NH)

ED 096 390 CE 001 870

Introduction to Computer Programming—Basic, Data Processing Technology: 8025.15.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—13p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Business Education, Business Skills, Computer Science Education, Computer Storage Devices, Course Content, Course Objectives, Curriculum Guides, \*Data Processing, Programming, Secondary Grades

Identifiers—Binary Arithmetic, Florida, \*Quinmester Program

Outlined in this pamphlet are basic activities to teach students flowcharting techniques, logic principles, machine description, various memory storage devices, binary arithmetic, and input/output devices. Data processing principles are reviewed. The course objective is to prepare students for advanced courses in data processing. Course goals, specific block objectives (orientation, review of data processing fundamentals, introduction to computers, and a posttest), and a posttest sample are included with a brief bibliography. (NH)

ED 096 391 CE 001 919

Cassara, Beverly

The Responsibility of the Adult Education Movement for Development of Cable TV. Position Paper.

Pub Date 25 Apr 74

Note—3p.; Prepared by a Position Paper Workshop at the Federal City College Conference on Cable TV (Washington, D. C., April 1974); For related documents, see CE 001 920-22

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Adult Education, \*Cable Television, \*Educational Television

This position paper presents the resolution that adult educators develop and better utilize cable TV as a medium for serving the educational needs of the community. Research into the use of cable technology and special training in cable television for educational purposes are presented as areas of concern for adult educators. (MW)

ED 096 392 CE 001 920

Carlson, Robert

Possibilities and Limitation of Cable TV for Adult Education.

Pub Date 25 Apr 74

Note—8p.; Speech presented at the Federal City College Conference on Cable TV (Washington, D. C., April 1974); For related documents, see CE 001 919-922

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—\*Adult Education, Broadcast Industry, \*Cable Television, Commercial Television, \*Community Control, Educational Strategies, \*Educational Television, Governance, Inter-institutional Cooperation, Minority Groups, Minority Role, Power Structure, \*Programming (Broadcast), Regional Cooperation

To the extent that educators, local governments, and the public can serve the interests of capitalism and the entrepreneur—and only to that extent—will educators, local governments, and the public have an opportunity for access to privately controlled Cable TV....I would like to encourage educators, instead, to encourage minority groups, municipalities, and other such public interests to struggle for control of the hardware, of the cable systems themselves; to seek to divorce cable TV from the profit motive; to make cable TV a publicly controlled utility that encourages dialogue within and among the various groups that make up the society....Your best hope for continued access to cable TV lies, I think not in asking any conglomerate or Mr. Charlie entrepreneur for free time. Your hope is in community control of a series of compatible local cable systems throughout the United States. (Author/MW)

**ED 096 393** CE 001 921

*Monroe, Early*  
**More Futures Than One.**  
Pub Date 25 Apr 74

Note—10p.; Speech presented at the Federal City College Conference on Cable TV (Washington, D. C., April 1974); For related documents, see CE 001 919-22

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Adult Education, Broadcast Reception Equipment, \*Cable Television, Communication Satellites, Dial Access Information Systems, \*Educational Technology, Electromechanical Aids, Electromechanical Technology, Information Dissemination, Information Networks, \*Instructional Media, Media Technology, \*Technological Advancement, \*Telecommunication, Telephone Communications Industry, Video Cassette Systems

Cable TV, first used in rural areas, is finding its way into the urban scene. Many innovative projects are taking place across the country, demonstrating that Cable television's potential is not all dreams. Communication technology, including satellites, microwaves, computers, lasers, HVR, videotapes, closed circuit dedicated systems, and others, can and should supplement Cable technology. A broad selection of instructional aids is available to modern educators including: (1) the picture-phone concept, (2) the home video recorder/player, (3) the telenote service, (4) cable facsimile newspapers, (5) computer assisted instruction, (6) an electronic mail system, (7) subscriber response service, (8) stock market and weather reports, (9) satellite communication, and (10) electronic public libraries. (MW)

**ED 096 394** CE 001 922

*Niemi, John A.*  
**Possibilities and Limitations of Cable TV for Adult Education.**  
Pub Date 25 Apr 74

Note—16p.; Speech presented at the Federal City College Conference on Cable TV (Washington, D. C., April 1974); For related documents, see CE 001 919-921

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Adult Education, \*Cable Television, Community Antennas, \*Community Control, Community Development, Educational Strategies, \*Educational Television, Governance, Instructional Media, Power Structure, \*Programming (Broadcast), Regional Cooperation, Telecommunication

The paper investigates various organizational models of cable TV ownership and control, legislation in Canada and the United States regarding cable systems, and the potential of cable as an information network for adult education. With a view to giving everyone access to the cable medium and an opportunity to participate, advantages and disadvantages of three typical models of cable TV control are discussed: (1) private control, (2) public or community control, and (3) charterboard control. A major weakness in both private and public ownership is the ten-

dency to project the views of the controlling group. Cable TV, however, is a valuable resource for the adult educator, and, in an era when people feel alienated, an opportunity to focus on community issues and relate more personally with the viewer. Limitations regarding the use of cable TV for adult education include: (1) the problem of control, (2) lack of trained staff, (3) unimaginative programming, (4) lack of funds, (5) limited time available for citizen programming, (6) lack of audience involvement, and (7) lack of research. (MW)

**ED 096 395** CE 001 947

**Programming Techniques Lab 1—Advanced, Data Processing Technology: 8025.32.**  
Dade County Public Schools, Miami, Fla.  
Pub Date Nov 72

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Accounting, Behavioral Objectives, Computers, Computer Science Education, Course Content, \*Curriculum Guides, \*Data Processing, Junior Colleges, \*Problem Solving, Programers, Secondary Grades  
**Identifiers**—\*Quinmester Program

The following course outline has been prepared as a guide to help the student develop the skills and knowledge necessary to succeed in the field of data processing. Problems are presented to the student to allow him to apply techniques already learned to increase his knowledge of ways to solve processing problems. A prerequisite to the course is Software Systems 1. The class meets 2 hours per day for 90 clock hours. The outline consists of three blocks of instruction (orientation, demand deposit accounting, and Quinmester posttests). Included are the course goals, specific block objectives, a course outline, a 12-item bibliography, and an appendix of Quinmester posttest samples and answer keys. (Author/BP)

**ED 096 396** CE 001 950

**Software Systems and Cobol—Advanced; Data Processing Technology: 8025.35.**  
Dade County Public Schools, Miami, Fla.  
Pub Date Dec 72

Note—21p.; An Authorized Course of Instruction for the Quinmester Program. For Part 2, see CE 001 943

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Computer Science Education, \*Course Content, \*Curriculum Guides, \*Data Processing, Junior Colleges, Secondary Grades  
**Identifiers**—Cobol, Common Business Oriented Language, \*Quinmester Program, Software Systems

The following course outline has been prepared as a guide to help the student develop the skills and understanding to succeed in the broad field of data processing. A prerequisite to this course is Programming and Operations Lab 2. The class meets 2 hours per day for 90 clock hours and is made up of nine blocks of instruction (orientation, software systems, Common Business Oriented Language (COBOL) Language Structure, COBOL Programming language, table handling, segmentation, COBOL compiler, accessing and processing techniques, and a Quinmester posttest) which are broken down into several units each. Included are the course goals, specific block objectives, a 10-item bibliography, and Quinmester posttest samples and answer keys. (Author/BP)

**ED 096 397** CE 001 983

**Living in the Home. A Resource Guide for Home Economics Teachers.**  
Baltimore County Board of Education, Towson, Md.  
Pub Date 70

Note—231p.  
**EDRS Price MF-\$0.75 HC-\$1.10 PLUS POSTAGE**

**Descriptors**—Consumer Education, Course Content, \*Curriculum Guides, Educational Objectives, \*Family Life, Home Economics, Home Economics Education, Housing, Human Development, Instructional Materials, Interior Design, Learning Activities, Resource Materials, Secondary Grades, \*Teacher Developed Materials, Teaching Methods, Teaching Procedures

This home economics course is designed to help pupils gain a better understanding of themselves and others, to provide opportunities for developing competence in certain home activities, and to give a better basis for making decisions about personal and family life. The goals of the home economics program and using the bulletin are briefly discussed. General suggestions, such as constructing unit plans, making lesson plans, conducting study-reading lessons, conducting discussion lessons, presenting demonstrations, conducting laboratory experiences, using pupil reports, evaluating pupils' progress, and visual aids to instruction are used as effective instructional techniques. The course is divided into three units: human development and the family, consumer education and the family, and housing and interior decoration. Each of these units contains an introduction, course generalization and concepts to be taught, and an outline of the scope of content, suggestions for activities, and a resource materials list. Appended to each unit is a bibliography of resource materials. (BP)

**ED 096 398** CE 001 988

**Meet the Printer; Graphic Communications 7-9**  
Prevocational: 5839.06.

Dade County Public Schools, Miami, Fla.  
Pub Date Sep 73

Note—16p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, Consumer Education, \*Course Content, \*Curriculum Guides, \*Graphic Arts, Industrial Arts, Junior Colleges, \*Printing, Secondary Grades, Trade and Industrial Education

**Identifiers**—Intaglio Printing, Offset Lithography, \*Quinmester Program, Screen Process Printing  
The following course outline has been prepared as a guide to help the student become aware of and perform operations concerned with offset lithography, intaglio printing, screen process printing, and the allied occupations. A prerequisite to the course is "Meet the Press." The total number of hours of instruction is 45 of which approximately 30 hours are for practical application of knowledge and skills. The remaining 15 hours are for lectures and demonstrations. The outline consists of seven major blocks of instruction, which are subdivided into several units each. Included are course goals, specific block objectives, a course outline, a five-item bibliography, a film, and an appendix of Quinmester posttest samples. (Author/BP)

**ED 096 399** CE 001 997

*Sweet, James A.*  
**Women in the Labor Force. Studies in Population Series.**

Pub Date 73  
Note—211p.

Available from—Seminar Press, Inc., 111 Fifth Avenue, New York, New York 10003 (\$11.95)  
**Document Not Available from EDRS.**

**Descriptors**—Black Community, Census Figures, Economic Research, Educational Background, Employment, \*Employment Patterns, Family Income, \*Family Structure, Females, Housewives, \*Income, Marital Instability, Marital Status, Mothers, \*Negro Employment, Racial Distribution, \*Working Women  
**Identifiers**—Working Wives

Based on data from a 1960 Census Bureau report, Employment Status and Work Experience, the study provides a detailed analysis of the employment patterns and earnings of working wives in the United States. One major objective of the study was to examine labor force activity of wives as it was influenced by the composition of their families (presence of children and variations in age). Another major objective was to compare the effects of the family composition variables on the employment of wives among various socioeconomic categories. Earnings of married women also are described as an attempt to assess the economic significance of their employment. The author has used a 1/1000 sample tape of approximately 32,500 women, of which 2,800 are Negro, to examine the employment activities of married, husband-present women, under age 60, who do not live on farms nor in group quarters. Comparisons are made of employment rates of mothers and those of women with no children under age 18. A survey of black and white women reflects the different effects of education,

family status, and economic need on the two groups and also the black/white differences in wives' earnings and contributions to family income. (EA)

**ED 096 400** CE 001 998  
The Setting Up of the Djajapura Centre. West Irian Industrial Vocation Training Scheme. Technical Report No. 1.

International Labour Organisation, Geneva (Switzerland).

Report No—WIR-69-002

Pub Date Jan 73

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Building Plans, Construction Needs, \*Developing Nations, \*Educational Facilities, \*Educational Policy, Facility Guidelines, Foreign Countries, Industrial Arts, Industrial Education, Job Training, Manpower Development, National Programs, Problems, Program Descriptions, Teacher Shortage, \*Vocational Education, \*Vocational Training Centers

Identifiers—\*Djajapura Center, West Irian

The Industrial Vocational Training Scheme project resulted from a study made by a United Nations mission which recommended procedures for the development of West Irian. The purpose of the project reported was to assist the government in establishing an industrial vocational training scheme consisting of a training department within the Office of Manpower Affairs in West Irian, and two training centers, one at Djajapura and one at Manokari. The Djajapura Center, though still engaged in the construction of the physical facilities, has offered the first 2-year courses. These have been completed by 60 trainees. The courses offered at the center are in five trades: automotive, machine-shop, electrical, woodworking, and carpentry and building. The major difficulties encountered in the project were a shortage of instructors and a shortage of accommodations. The report also discusses in detail 10 policy recommendations and contains an appendix of lists of staff, international experts, government contributions, summary of expenditures, and areas of origin. (BP)

**ED 096 401** CE 001 999  
The Development and Initial Operation of the Shuwaikh Industrial Training Centre. Kuwait. Technical Report No. 1.

International Labour Organisation, Geneva (Switzerland).

Report No—KUW-70-503

Pub Date Feb 73

Note—50p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Developing Nations, \*Educational Facilities, Foreign Countries, Government Role, Industrial Arts, \*Industrial Education, Job Training, Manpower Development, National Programs, On the Job Training, Unemployment, \*Vocational Education, \*Vocational Training Centers

Identifiers—Kuwait, \*Shuwaikh Center

The report covers the technical cooperation given to the government of Kuwait by the International Labour Organization as part of a United Nations Development Program. Due to the unemployment rate of the Kuwaitis, the government of Kuwait decided to establish industrial vocational training facilities. The training center commenced activities on January 1, 1971, with buildings completed and the major part of the equipment delivered. In accordance with the plan of operation, a program of 1- or 2-year accelerated craft training (following 6-month preparatory courses) has been initiated in the 10 main trades for skilled entry-workers required by the manufacturing and service sector of industry. For workers already employed in industry, a program of upgrading training courses to improve their occupational skills in the same 10 trade fields was instituted soon after the project commenced. Even though the main objectives of the project have been achieved, certain problems remain and are discussed in a summary of recommendations. Included are 12 appendices of statistical data and related information. (Author/BP)

**ED 096 402** CE 002 000  
Report to the Government of the Netherlands Antilles on Workers' Education.

International Labour Office, Geneva (Switzerland).

Report No—ILO-TAP-Netherlands Antilles-R.3

Pub Date 73

Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Assessment, Educational Programs, \*Foreign Countries, \*Labor Education, Policy Formation, \*Program Development, Teacher Education

Identifiers—\*Netherlands Antilles

At the request of the government of the Netherlands Antilles for assistance in the field of workers' education, the United Nations Development Program and the International Labor Office agreed to implement a three months mission in 1972 for an expert to advise and assist the government and the trade unions of the Netherlands Antilles to develop a workers' education program for all the islands. The main purposes of the mission were to: (1) advise on the means of providing educational services to workers on Curacao and the other islands, (2) assist in formulating policies for the effective functioning of workers' institutions, (3) train workers' education instructors and advise on syllabi and other related matters. Dr. Johanan Saada, a workers' education expert, carried out the mission, and a description of his findings and recommendations are outlined. Included are three appendices. (BP)

**ED 096 403** CE 002 001  
Report to the Government of India on the Qualitative Improvement of the Vocational Guidance Programme of the National Employment Service.

International Labour Office, Geneva (Switzerland).

Report No—ILO-TAP-India-R.34

Pub Date 73

Note—46p.; Portions of document marginally legible

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Administrator Education, Counseling Services, \*Developing Nations, Educational Assessment, Educational Improvement, Educational Objectives, Employment Services, \*Guidance Programs, Guidance Services, Individual Development, \*National Programs, \*Occupational Guidance, \*Program Descriptions, Secondary Education, Vocational Counseling

Identifiers—\*India

The report, requested by the government of India, describes one of several projects related to vocational guidance services. Assistance in the continuing development of the national program of vocational guidance is provided by: examining the existing arrangements for giving guidance to young people to help them enter employment or training according to individual characteristics in relation to occupational opportunity, by advising on a comprehensive program of national vocational guidance, and by training administrative and technical officials. A summary details recommendations in areas of function; personnel problems; training; vocational guidance tools (individual assessment, occupational and educational information); group and individual procedures; collaboration with secondary schools; research; impact and publicity; and implementation of recommendations. (NH)

**ED 096 404** CE 002 002  
Report to the Government of Zambia on Cooperative Education.

International Labour Office, Geneva (Switzerland).

Report No—ILO-TAP-Zambia-R.7

Pub Date 73

Note—96p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Cooperative Education, Cooperative Planning, Cooperative Programs, Cooperatives, Course Content, Course Objectives, Course Organization, Curriculum Design, \*Curriculum Development, Developing Nations, \*Educational Needs, \*Educational Planning, Educational Research, Foreign Countries, \*National Surveys, School Planning, Use Studies

Identifiers—\*Zambia

This 1-year study was undertaken in the Republic of Zambia to survey and analyze needs in cooperative education and training and to plan and execute immediate courses with detailed curricula in this area. A brief history of Zambian cooperative societies and a description of the ex-

pert's study activities are followed by conclusions and recommendations, the major ones being: (1) the five different types of cooperative society, because of different educational needs, must be dealt with separately; (2) first priority in cooperative education should be given to marketing unions, viable farming societies, and savings and credit societies; (3) a projection shows the expected increase of numbers of persons who would need education in 1972 and 1975; (4) the activities, guidance, and services of existing cooperative officers and cooperative education secretaries should be expanded for training; and (5) a central and specialized institution for cooperative education should be established. More than two-thirds of the booklet is devoted to appendices on a cooperative education plan for Zambia, 1973-75: Part 1, survey and analysis of needs within cooperative education and training; Part 2, existing institutions for cooperative education and training; and Part 3, plan for content and organization of cooperative education and training 1973-75. (NH)

**ED 096 405** CE 002 003  
Report to the Government of the Democratic Republic of the Sudan on Industrial Vocational Training Needs.

International Labour Office, Geneva (Switzerland).

Report No—ILO-TAP-Sudan-R.15

Pub Date 73

Note—112p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*Educational Assessment, Educational Coordination, Educational Needs, Employment Opportunities, \*Engineering, Improvement, Job Training, Manpower Development, \*National Surveys, Questionnaires, Semiskilled Workers, Skill Development, \*Statistical Surveys, Trade and Industrial Education, Vocational Counseling, \*Vocational Education, \*Vocational Retraining

Identifiers—Engineering Industry, \*Sudan

This detailed, 2-year study used skill surveys to determine the Sudan's existing and developing needs for vocational training in various trades (at various levels, including retraining and upgrading). Two other objectives were to ascertain the educational and skill levels for different occupations, in particular in the engineering industry to assess training needs, and to evaluate existing and planned vocational training in relation to training needs. Recommendations treat areas of coordination of vocational training programs, upgrading of training, training of new employees, in-plant training and apprenticeship, instructor training, higher technical secondary schools, national vocational training institutions, departmental vocational training institutions, expansion of vocational training facilities, vocational guidance and employment opportunities, and finance. More than two-thirds of the booklet is devoted to appendices such as survey tools, graphs, statistical tables giving classifications and distributions of establishments, current and future vacancies by occupation and province, establishments providing new worker training, and descriptions and comments on various vocational training institutions. (NH)

**ED 096 406** CE 002 004  
Dunnette, Marvin D.  
Work and Nonwork in the Year 2001.

Pub Date 73

Note—212p.

Available from—Brooks/Cole Publishing Co., 10 Davis Drive, Belmont, California 94002 (\$5.95)

Document Not Available from EDRS.

Descriptors—Accountability, Behavior Change, Career Opportunities, Change Agents, \*Changing Attitudes, Cultural Exchange, \*Futures (of Society), Humanization, Human Resources, Institutional Role, \*Leisure Time, Organizational Change, Social Change, \*Work Attitudes

The book is a collection of original papers by leading authorities in various fields that presents an overview of what work and nonwork (productive leisure activities) have been, are now, and probably will be in the future. Concepts of work and nonwork are examined from several perspectives: historical, intercultural, institutional, and in the context of rapid societal change. All of the contributing authors agree that over the next 30 years work will become more diverse and chal-

## 8 Document Resumes

lenging, individuals and organizations more adaptable, and institutional boundaries more permeable; work and nonwork will become less differentiable with more opportunities for increased work fulfillment. One suggestion is the creation of a resource conservation industry that merges society's needs for new kinds of work with human needs for more fulfilling work. Another author describes the uses of behavior modification in improving incentive management systems. New ideas are described in the area of human resource accounting, which promises to be increasingly important in the future. The concluding chapter focuses on change measurement technology that uses multi-faceted and continuous observational and measurement methods for rapid and accurate detection of the effects of social interventions. (Author/EA)

**ED 096 407** CE 002 005

Matilla, J. Peter

**Labor Turnover and Sex Discrimination. Working Paper No. 1974-01.**

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date 74

Note—28p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Equal Opportunities (Jobs), \*Females, Labor Force, \*Labor Turnover, \*Males, Occupational Mobility, \*Persistence, \*Sex Discrimination, Working Women

Many have asserted that high female labor turnover imposes costs on employers which induce firms to discriminate in hiring and pay against women. This study examines male and female quit data and draws two primary conclusions. First, women are less likely than men to quit for job related reasons although women do quit more often because of household responsibilities. It is not necessarily true that total female quit rates exceed male rates. Second, female quit rates are their lowest relative to male rates during periods of low unemployment which suggests the importance of maintaining full employment to combat discrimination. (Included are tables and graphs.) (Author)

**ED 096 408** CE 002 006

Matilla, J. Peter

**On the Economics of Worker Alienation. Working Paper No. 1974-02.**

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date 74

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Economic Factors, Economics, Income, \*Job Satisfaction, \*Labor Economics, Manpower Utilization, Personal Values, \*Productivity, Wages, Work Attitudes, Work Environment

Identifiers—\*Worker Alienation

The paper seeks to emphasize certain important dimensions of the economics of worker alienation which have been underemphasized, if not overlooked. Most satisfying jobs are not available without cost to someone. Workers often face a choice between job satisfaction and pecuniary rewards. With this context in mind, the author discusses several possible interpretations of "alienation" which fall within the boundaries of conventional economics. Basic economic principles help to clarify the concept of alienation and the policy questions surrounding it. It is also stressed that costs are involved in job rotation and job redesign. In many cases, workers face a trade-off between real income and job satisfaction. This trade-off has largely been ignored in much of the recent literature. In such studies as Lordstown, a radical departure from previous patterns is not represented but simply a renewal of the long-term trend toward improved working conditions. "Alienation" is interpreted as a form of disequilibrium between production constraints and worker aspirations. A final recommendation suggests that future studies concentrate not simply on worker opinions but also on the cost trade-offs. (BP)

**ED 096 409** CE 002 007

Muchinsky, Paul M.

**Supervisor Ratings and the Perceived Importance of Engineering Job Performance Criteria. Working Paper No. 1974-03.**

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date 74

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Administrator Attitudes, Comparative Analysis, \*Engineers, Individual Characteristics, \*Performance Criteria, Personnel Evaluation, \*Role Perception, Success Factors, \*Supervisors, Task Performance

A sample of 82 engineers and 82 supervisors rated the importance of 10 job performance criteria in relation to the successful performance of the engineer's job. Supervisors also rated the engineer's performance on each of the 10 specific criteria and two global measures. The ratings were intercorrelated and factor analyzed; the extracted factors were rotated using Kaiser's varimax method. The importance ratings by supervisors were found to be highly similar to the importance ratings by engineers, with three factors emerging from the ratings by each group: (1) administrative skill, (2) technical competence, and (3) design skill. The factor analysis of the performance ratings by supervisors revealed two factors: (1) interpersonal relations ability and (2) technical ability. It appears that supervisors appraise performance by criteria similar to those they perceive as being critical to the type of work performed by engineers. (Author)

**ED 096 410** CE 002 008

Zytowski, Donald G.

**The Predictive Validity of the Kuder Preference Record over a 25 Year Span. Working Paper No. 1974-04.**

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date 74

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Research, \*High School Students, Interest Tests, Norm Referenced Tests, \*Occupational Choice, Occupational Guidance, \*Predictive Ability (Testing), \*Standardized Tests, Vocational Counseling

Identifiers—\*Kuder Preference Record

One hundred and two persons were located 25 years after they had taken a Kuder Preference Record (KPR)-B at an average age of 14 years. Fifty-three percent were engaged in occupations consistent with their highest interest scores, although 32 percent were in occupations consistent with their lowest scores. Those in consistent occupations reported significantly greater job satisfaction, but no difference in self-assessed performance. The present study was undertaken not so much to demonstrate the validity of the KPR which it employs, but to explore the possibility that a set of homogeneous interest scales, administered 25 years previously to junior year high school students, can have any relationship to several occupational criteria. Similar studies were reviewed. Results from the current study were interpreted to mean that counseling for future occupations should not be done from KPR scale scores at age 14, but that interests measured this early do bear a relationship to occupations observed 25 years later. (Author/AG)

**ED 096 411** CE 002 009

Goldstone, Seymour Schiffel, Dennis

**Changes in Labor Force Participation, Employment and In-Migration in Sub-National Economies.**

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.

Report No.—COM-74-10723

Pub Date Dec 71

Note—361p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-74-10723; HC-\$21.25, MF-\$1.45)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Age, Demography, \*Economic Research, \*Employment Patterns, Family Status, Females, Labor Force, \*Labor Turnover, Males, Marital Status, Migration Patterns, \*Racial Factors, \*Socioeconomic Influences

Identifiers—\*In Migration

The report presents the results of a study which indicate that demographic comparisons of labor force participation rates are most fruitfully made on the basis of sex, age, educational attainment, presence of small children, race, and marital status. Also that the most important demographic comparisons of groups employment (unemployment) rates are framed in terms of educational attainment, age, family status, sex, and race. Demographic attributes indicated as significant for in-migration are primarily age, sex, and educational attainment. It is typically the interaction of these characteristics that leads to widely varying labor market behavior. (NTIS)

**ED 096 412** CE 002 010

McKinney, Beryl R. And Others

**Student Articulation Between Secondary and Post-Secondary Education: A Suggested Guide.**

Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Jun 74

Grant—OEG-73-6291

Note—58p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-01294)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Admission Criteria, \*Articulation (Program), Career Education, Educational Problems, Educational Programs, \*Guides, \*Post Secondary Education, \*Secondary Grades, Student Personnel Services, \*Student Problems

The suggested guide is presented to serve secondary and postsecondary administrators, program faculties, admission officers, and others in their efforts to alleviate articulation problems experienced by students in making the transition from secondary to postsecondary educational programs. The focus is on individual articulation from any secondary program or intervening employment to private, public, or employer based programs and institutions. The scope includes all programs of career preparation representing occupations from any of the 15 clusters outlined by the U. S. Office of Education. The body of the guide is divided into two main sections. The first discusses articulation problems—admission policies and requirements, student services and assistance programs, and transition management. The second section outlines operational procedures and methods of implementation. Each operational procedure corresponds to a set of articulation problems outlined in the first section. They cover: communication, articulation arrangements, curriculum development, recruitment, program coordination, guidance and counseling of students, entrance requirements, student appraisal, developmental and special student programs, continuing education programs, and programs and services to meet special needs. (An eight-page bibliography is included.) (AG)

**ED 096 413** CE 002 011

Belkin, Lawrence

**The Failure of Migration of Labor to Reduce Wage and Income Differentials Across Regions. North Carolina Univ., Chapel Hill. School of Business Administration.**

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.

Report No.—COM-74-10683

Pub Date 73

Note—46p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-74-10683; HC-\$5.50, MF-\$1.45)

Document Not Available from EDRS.

Descriptors—\*Depressed Areas (Geographic), Economic Research, Income, Labor Force, \*Labor Turnover, Migrant Worker Projects, \*Migration, \*Salary Differentials, \*Socioeconomic Influences, Wages

Identifiers—North Carolina, North Carolina Mobility Project

The paper suggests some reasons why regional income-flow differentials, through the migration of labor, have not been very effective in equalizing regional wage rates and income in depressed

areas such as the Coastal Plains. Emphasis is placed on the experience of the North Carolina Mobility Project. The author holds that mobility projects have a tendency to move workers who would have moved anyway, and that projects such as the Mobility Project have not appeared to contribute to regional development. Among the reasons given for the low propensity to migrate are: a lack of knowledge of existing opportunities, a lack of skills or education, ties to the local community, and a lack of available housing. (N-TIS)

**ED 096 414** CE 002 012

**Taoscore Teacher's Guides: Phase 3.**

Taos Municipal Schools, N. Mex.

Note—98p.; Pagination is irregular; For related document, see CE 002 013

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors—**\*Career Education, Curriculum Guides, \*Elementary Grades, Elementary School Curriculum, \*Integrated Curriculum, Learning Activities, Lesson Plans, Simulated Environment, \*Simulation, \*Teaching Guides  
**Identifiers—**Career Awareness

The teacher's guide to elementary level career education is comprised of 11 units of learning activities, two each for grades 1-6. Each unit is a simulation of a career cluster; through active participation in the simulation, the students develop career awareness as well as curriculum-related concepts in math, language, reading, social studies, and science. Each unit includes objectives, teaching activities, directions for creating specific aspects of the simulation, and a list of materials necessary to carry out the activities. The simulations are: bank, popsicle sales, plant nursery, egg hatchery, dam construction, forestry, restaurant, Easter egg manufacturing, health occupations, mass communications, and jewelry manufacture. A final sixth-grade unit, "Working Toward Your Future," prepares students to make career choices. These units are representative examples drawn from a series of complete guides to teaching activities for each grade. (AJ)

**ED 096 415** CE 002 013

**Taoscore Teacher's Guides: Phase 4.**

Taos Municipal Schools, N. Mex.

Note—123p.; Pagination is irregular; For related document, see CE 002 012

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors—**\*Career Education, Curriculum Guides, \*Elementary Grades, Elementary School Curriculum, \*Integrated Curriculum, Learning Activities, Lesson Plans, Simulated Environment, \*Simulation, \*Teaching Guides  
**Identifiers—**Career Awareness

A teacher's guide to six career education units—one for each of the elementary grades—has been compiled from a series of complete guides for each grade. Each of the six representative units includes step-by-step instructions for teacher activities in preparing and carrying out a simulated career experience; related curriculum concepts in math, science, social studies, and language arts are developed in addition to concepts which are specifically career-related. The units are: an aircraft simulation, a toy factory, pollution control, multiplication bingo, sewing and metal shop, and electrical shop. The table of contents from each complete guide is included to give an overview of the units which are not in this collection. (AJ)

**ED 096 416** CE 002 014

**Costa, Emil**

**Youth Training and Employment Schemes in Developing Countries: A Suggested Cost-Benefit Analysis.**

International Labour Office, Geneva (Switzerland).

Pub Date 72

Note—115p.

Available from—I.L.O. Branch Office, 1750 New York Avenue N.W., Washington, D. C. 20006 (\$3.35)

**Document Not Available from EDRS.**

**Descriptors—**\*Case Studies, \*Cost Effectiveness, \*Developing Nations, Disadvantaged Youth, Employment, \*Job Training, Unemployed, \*Youth

**Identifiers—**Ceylon, Kenya

A number of schemes have been devised in developing countries in recent years to provide both training and employment for out-of-school

unemployed youth. There is a wide variety of views about the efficacy of such schemes, which are often regarded as being particularly costly. Although the real and opportunity costs of youth training and employment schemes are indeed rather high, their social benefits, mainly derived from the training provided, should not be underestimated. This study suggests a method of arriving at a sound assessment of the costs and benefits. Appended are two case studies—on the Kenya National Youth Service and the Ceylon Youth Settlement Schemes—in which it was found that the stream of future benefits would outweigh the costs. (Author)

**ED 096 417** CE 002 016

**Loeb, Stanley, Ed. And Others**

**Correlated Curriculum Program: An Experimental Program. Science Level 1 (9A, 9B, 10A).**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Mar 70

Note—79p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors—**Behavioral Objectives, Business Education, Career Education, Curriculum Design, Curriculum Guides, Health Education, Industrial Education, \*Integrated Curriculum, \*Science Units, \*Secondary Grades, Student Evaluation, \*Teaching Guides, Unit Plan, \*Units of Study (Subject Fields)

The unit plans in Correlated Science 1 are intended to be of use to the teacher in both lesson and team planning. The course in science was designed for optimum correlation with the work done in business, health, and industrial careers. Behavioral objectives, class routines, time allotments, student evaluation, and the design of the manual are briefly discussed. The science topics taught are: controlling the indoor environment; light, the silent salesman; power for office machines; power for transportation; science at work in the auto service station; science in cleaning and laundering; and science and restaurant operations. Each unit contains time allotments, lesson aims, materials and equipment needed, motivations, concepts and understandings to be developed accompanied by suggested procedures and activities, a summary, and resource materials. Two units not correlated with the work of business careers (a unit on evolution and earth science) are listed. (BP)

**ED 096 418** CE 002 017

**Corenthal, Eugene J., Ed. Gold, Faye, Ed.**

**Correlated curriculum Program: Introduction to Business Careers (Level 1).**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Dec 69

Note—28p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*Business Education, \*Career Education, \*Career Opportunities, Curriculum Development, Guidance Programs, Occupational Clusters, Skill Development, Student Attitudes, \*Underachievers, Work Experience, \*Work Experience Programs

**Identifiers—**Career Awareness

The basic goal of the Correlated Curriculum Program (CCP) is to upgrade the education of the "general" or nonacademic student. Since the students have not responded to traditional teaching methods, emphasis is placed on "learning by doing." To attain this objective the students explore career opportunities through skill-triads for clusters of jobs in working in a store, an office, a warehouse, a transportation company, the service industry, the government, and in planning a business career. Each of these topics is accompanied by suggestions and additional resource activities. Included are a store visit report form, an observation report form, a cash register practice sheet, a display project workshop activity and worksheet, and a list of references and sources for obtaining speakers. (BP)

**ED 096 419** CE 002 018

**Fritsch, C. F. Lorenz, L. R.**

**Employment and Training Needs in Texas Agribusiness.**

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Texas Education Agency, Austin.

Pub Date Dec 73

Note—71p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

**Descriptors—**\*Agribusiness, Agricultural Education, \*Agricultural Occupations, Educational Needs, \*Employment Opportunities, Industry, Instructional Programs, Job Market, \*Job Training, \*Manpower Needs, Manpower Utilization, Occupational Clusters, Vocational Agriculture, Vocational Education  
**Identifiers—**Texas

Because of the increasing interrelationships in the production, processing, and distribution of agricultural products, many persons require competencies gained through instructional programs of vocational agriculture. While it is not difficult to estimate the potential training requirements in the production sector alone, identification of occupations in allied industries is more complex. To make this determination, the Standard Terminology for Curriculum and Instruction in Local and State School Systems was used as standard reference to define such occupations. This was supplemented by the experience of Texas agricultural and agribusiness specialists who evaluated job titles used in classifying survey employment data from the 1970 Census of Population. Agricultural and related employment was grouped by the following criteria: Group 1—agricultural or related competencies in industry, and Group 2—selected industries or occupations in which only a portion of the work requires agriculture or related competencies. Recommendations for additional training by the Texas labor force in the fields of production agriculture, land economics and real estate, gardeners and groundkeepers are proposed. Five appendices are included. (Author/BP)

**ED 096 420** CE 002 019

**Storms, Doris M.**

**Training of the Nurse Practitioner: A Clinical and Statistical Analysis. Connecticut Health Services Research Series. No. 4.**

Pub Date 73

Note—108p.

Available from—Connecticut Health Services Research Series, Post Office Box 504, North Haven, Connecticut 06473 (\$5.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Clinical Experience, Evaluation, \*Field Experience Programs, \*Medical Education, \*Nurses, Nursing, Pediatrics Training, Professional Continuing Education, \*Role Perception, Sociometric Techniques, Statistical Analysis

**Identifiers—**Connecticut, Nurse Practitioners

The training program for nurse practitioners is concerned with the issue of educational preparation of nurses so that they might be more effective providers of health care. The focus is primarily on expansion of nurses' responsibilities and its effect on the nurse-patient relationship, the level of performance and independent decision-making expected, and the acceptance of this new role. The documentation for this report was obtained from the nurse practitioner training experience program at Yale University. The document is divided into three major sections: instruction, clinical experience, and acceptance. The instruction section discusses the instruction of the medical nurse practitioner, pediatric nurse practitioner, and the implications of practitioner instruction for nursing education. Clinical experience covers the medical nurse practitioner training, pediatric nurse practitioner training, and the implications of clinical experience for program design. The acceptance section discusses the acceptance of the role by the trainee, her patients and associates, and an afterword. Included are three appendices which present demonstration forms and schedules. (Author/BP)

**ED 096 421** CE 002 020

**Abstracts of Instructional and Research Materials in Vocational and Technical Education. Vol. 7, No. 2.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 74

Note—190p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors—**\*Abstracts, Educational Research, Indexes (Locators), \*Instructional Materials, \*Literature Guides, \*Technical Education, \*Vocational Education

The publication is presented with the purpose of providing educators easy access to current

materials relevant to vocational-technical instruction and research. The document has three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections have three subsections: abstracts, subject index, and author index. The approximately 112 abstracts of instructional materials and approximately 86 abstracts of research materials are arranged by numbers assigned by the center. Access to them is gained through the author index and/or the subject index. The subject index descriptors are those listed in the "Thesaurus of ERIC Descriptors." The third section, Projects in Progress, announces titles by State and Indexes in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. A subsection on curriculum includes a curriculum management centers directory. A research subsection provides a State vocational education research offices directory. (AG)

ED 096 422 CE 002 023

Critchlow, Robert V. Herman, Arthur S.  
**Outlook for Technology and Manpower in Printing and Publishing, Bulletin 1774.**  
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1774

Pub Date 73

Note—49p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.75)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Automation, Employment Trends, Industrial Relations, Industrial Technology, Industrial Training, Inplant Programs, Manpower Needs, Media Technology, On the Job Training, \*Printing, Production Techniques, \*Publishing Industry, \*Technical Occupations, \*Technological Advancement, Vocational Adjustment, \*Vocational Retraining

In an effort to assess the manpower implications of technological innovations in the printing and publishing industry, the study undertakes to provide answers to the following questions: How extensively are the various innovations being used and what is the trend of their use for the future? What factors, such as costs and benefits, govern the future trend of adoption? How has employment been affected by these innovations? What changes in occupational requirements are brought about? What are the training needs for the various innovations? What industrial relations problems arise? The bulletin focuses on two of the most important divisions of the industry: newspaper publishing and printing and commercial printing. These two groups utilize most of the technological changes in the industry. A description of three major printing processes and a selected annotated bibliography are provided in the appendices. (MW)

ED 096 423 CE 002 024

Ottina, John R.

The "New" Vocational Education.

Pub Date 3 Apr 74

Note—13p.; Speech presented at a meeting of the Chief State School Officers of the United States (Pinehurst, North Carolina, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Educational Change, Employment Opportunities, \*Employment Trends, Job Skills, Manpower Needs, \*Post Secondary Education, Pretechnology Programs, \*Secondary Education, Skill Development, Speeches, \*Vocational Education

Defined as the skills development component of education, vocational education can and should become the mortar that cements together a unified educational experience for the individual that will culminate in meaningful and productive results. The relentless advance of technology gives us the key to new, more versatile, vocational education. The health field, the area of environmental control, aviation, the aerospace industry, the physical sciences, and related engineering fields are all examples of developing areas with specialized needs to be met by the new vocational education at the post-secondary level. Secondary school vocational education must prepare students in all kinds of core knowledge and skills that are not purely abstract or academic but that have application

beyond a single occupation or occupational area. Enrollments in both secondary and postsecondary vocational education have been increasing, and more Federal funds have been allocated to this area. Vocational education has brought the schools into the adult community, creating a constituency—a built-in support group for further development in this area. (Author/MW)

ED 096 424 CE 002 025

Franchise Opportunities Handbook.

Office of Minority Business Enterprise (DOC), Washington, D.C.

Pub Date Sep 73

Note—232p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.20)

EDRS Price MF-\$0.75 HC-\$1.40 PLUS

#### POSTAGE

Descriptors—Business Administration, \*Career Opportunities, \*Directories, Discriminatory Attitudes (Social), Employment Opportunities, Job Market, \*Managerial Occupations, \*Minority Groups, \*Occupational Information, Occupations, Resource Materials, Vocational Development

Identifiers—\*Franchises

Franchising continues to be one of the rapidly growing forms of business because it offers a means through which an individual with limited capital and experience can own or operate his own business. The publication, in its eighth edition, identifies franchisors who do not discriminate on the basis of race, color, or national origin in the availability, terms, or conditions of their franchises. The listing of equal opportunity franchisors provides a brief summary of the terms, requirements, and conditions under which the franchises are available. The introductory section includes general information on franchising, suggestions, and checklists to assist and protect the potential investor, leads to other sources of information, and an identification of both governmental and private organizations which can assist minority group entrepreneurs. The sole purpose of the listing is to identify nondiscriminatory franchisors, and the information included in each listing is provided by the franchisor. The Department of Commerce does not represent the list as complete and does not guarantee, or assume responsibility for, transactions resulting from use of the information. (Author)

ED 096 425 CE 002 026

Saxbe, William B.

[Law Enforcement Standards of Decency and Fairness].

Pub Date 20 Jun 74

Note—12p.; Address given before the 97th Session Graduation Exercises of the FBI National Academy (Quantico, Virginia, June 20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Equal Protection, \*Ethics, Government Employees, \*Law Enforcement, Legal Responsibility, \*Police, Speeches

Identifiers—FBI Academy

Effective policemen need to have as much knowledge as possible about society; they need to be fair, like the criminal justice system they represent. Society cannot be protected unless there is full accordance with the law. Questions of concern are whether the poor man or the black man are receiving the same treatment as the rich or influential man. "Fairness is most needed when it is in short supply, when a problem assumes such proportions that nearly everyone is ready to go beyond the law to solve it." Past examples of this are the relocation of Japanese-Americans after Pearl Harbor and the threats of foreign espionage and Communist subversion after World War II. A more recent example are the intelligence/investigative programs that develop tactics of disruption; national security can be protected without such practices. Ways are needed to enforce laws without violating standards of decency and fairness. All of us with criminal justice responsibilities need to examine and reexamine every aspect of our work for both legality and fairness. Our measure should be fairness, justice, and effectiveness. (EA)

ED 096 426 CE 002 027

Inquiry into Charges of Mismanagement in Delaware's Vocational Rehabilitation, Employment, and Social Services Programs.

Comptroller General of the U.S., Washington, D.C.

Report No.—B-164031(3)

Pub Date 10 Apr 74

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Educational Finance, Employment, Equipment, \*Federal State Relationship, \*Financial Problems, Financial Support, \*Program Evaluation, Salaries, Social Services, State Federal Support, State Programs, \*Vocational Rehabilitation

Identifiers—\*Delaware

The report by the comptroller general of the United States is directed toward an inquiry into charges of misuse of Federal funds in Delaware's vocational rehabilitation program. Significant program developments are reviewed to provide background data in understanding the specific charges. The charges involved: administrative salaries, cancelling of leases for office space, utilities not being turned off when buildings were vacated, equipment and furniture left in vacated buildings, and unused automatic data processing equipment. It appeared that administrative and financial controls exercised within the Division of Vocational Rehabilitation and by other State agencies and the Department of Health, Education and Welfare were inadequate for the expansion caused by the Vocational Rehabilitation, Employment, and Social Services program. (Author/EA)

ED 096 427 CE 002 028

Kutschner, Ronald E. And Others

Manpower Impact of Federal Government Programs: Selected Grants-in-Aid to State and Local Governments. Report No. 424.

Bureau of Labor Statistics (DOL), Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—R-424

Pub Date Oct 73

Note—33p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Case Studies, Economic Research, Employment Statistics, \*Federal Aid, Federal Legislation, Federal Programs, \*Federal State Relationship, Government Employees, Investigations, Labor Economics, Lunch Programs, \*Manpower Utilization, \*Program Costs, Research Projects, State Federal Aid, \*Statistical Analysis, Statistical Studies

This report presents the results of initial research performed on the manpower impact of selected Federal grants, summarizes the status of existing study in the Bureau of Labor Statistics (BLS), and examines the manpower impact of other types of expenditures. The past study by BLS assessing employment effects of direct expenditures by the Federal government is summarized in part I. The main focus of the study was to examine the expenditure processes and employment requirements of grant programs and one program involving transfer payments. Three major tasks or phases were involved: (1) a compilation of all Federal grants to State and local governments on a functional basis, (2) an attempt to trace Federal grants through the State level to local governments by program, and (3) manpower impact analysis case studies of the School Lunch Program, Elementary and Secondary Education Act-Title I, and the Food Stamp Program. These selected grant programs provided insights into developing manpower impacts on a program basis. Tables analyzing data are included, and an appendix listing employment statistics by industry concludes the document. (Author/MW)

ED 096 428 88 CE 002 029

Rivergate Career Education Project: Career Exploration Operations Manual.

Portland Public Schools, Oreg.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—60p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Career Education, Community Cooperation, \*Curriculum Development, \*Curriculum Enrichment, Curriculum Planning,

Educational Assessment, Elementary Grades, Instructional Programs, \*Occupational Guidance, \*Program Planning, \*School Community Relationship, Secondary Grades, Staff Improvement

Identifiers—Career Exploration, Elementary Secondary Education Act Title III, ESEA Title III, \*Rivergate Project

The purpose of the project was to establish comprehensive and continuous emphasis on career exploration for all students, beginning with grade 6 and continuing through grade 10. The Rivergate Project contained three major components: (1) the infusion of career concepts and skills into the instructional program, (2) the use of community resources, and (3) the use of a Career Center. Employing an "action-planning" sequential approach, the project took place in three phases: (1) awareness, (2) planning, and (3) implementation. The main purpose of phase 1 was to bring about a questioning of the appropriateness of school offerings to student needs. Phase 2 consisted of developing a workable plan, preparing and motivating staff, and establishing a cooperative school-community relationship. Phase 3 was concerned with implementation and evaluation of all planning and development. Tentative results of formal evaluation were favorable. A 27-page appendix outlines specific objectives, suggested criteria, sample agendas, questionnaires, summaries of career related activities and projects, and a bibliography. (MW)

ED 096 429 CE 002 030  
Smoker, David

Career Education: Current Trends in School Policies and Programs.

National School Public Relations Association, Arlington, Va.

Pub Date 74

Note—72p.

Available from—National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 411-13311, \$6.75)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Career Education, Community Colleges, Counseling, \*Educational Policy, \*Educational Trends, Futures (of Society), Instructional Programs, Junior Colleges, Occupational Guidance, Post Secondary Education, Resource Materials, \*School Policy, State Programs, Teaching Models

This special report on career education is to provide school practitioners at all levels, and others concerned with education, with an overview of the most up-to-date information in the area. The topics discussed are an overview of career education, the need for educational revolution in our schools because of the rapid development and promotion of career education, a definition of career education, various arguments by organizations pro or con the concept of career education, a description of four career education models, what is happening at the various State levels in career education, developments at the postsecondary level, innovation in instructional programs and materials, and the need for career counseling, guidance, and placement with education programs at all levels. A final chapter briefly considers the future of career education. (BP)

ED 096 430 CE 002 031  
McArthur, Virginia A.

From Convict to Citizen: Programs for the Woman Offender.

District of Columbia Commission on the Status of Women, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 74

Note—45p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Community Programs, \*Correctional Rehabilitation, Corrective Institutions, Criminals, Criminology, \*Females, \*Prisoners, Programs, \*Rehabilitation Programs

Women offenders have needs that can be met through concerted action by individuals or community groups. To familiarize community groups with the problems of women offenders and to describe some programs to assist them, the booklet begins with a brief description of the

criminal justice process and describes the place of women offenders in this process. Innovative and transitional programs to help offenders at the four stages of the criminal justice process are described. Among these are pretrial programs, programs for women in jail or prison, transitional programs to ease the reintegration of women offenders into the community, and community programs to help them achieve full citizenship on their return. Recommendations are provided for groups that wish to help women offenders, followed by information on where financial and other assistance can be obtained. Also included are a nine-item bibliography, a list of law enforcement assistance administration regional offices, a manpower administration regional office list, and a list of rehabilitation programs. (Author/BP)

ED 096 431 CE 002 032  
Gagni, Arsenio O. And Others

Innovative Agricultural Education Secondary School Programs in Southeast Asia.

University of the Philippines, College, Laguna. Coll. of Agriculture.

Pub Date 70

Note—61p.; Marginal legibility on some pages

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Agricultural Education, \*Case Studies (Education), Educational Administration, Educational History, \*Educational Innovation, Educational Methods, Educational Programs, \*Foreign Countries, High Schools, Teacher Education, \*Vocational Schools

Identifiers—Japan, Republic of China, South Korea, Thailand

In an effort to seek out and describe exemplary and innovative features of agricultural high schools in Asian countries, letters of inquiry were sent to the directors of agricultural education programs in Thailand, Republic of China, Japan, and South Korea informing them of a study tour planned by three members of the University of the Philippines Department of Agricultural Education. The letters requested information concerning innovative and outstanding local programs, teacher training institutions, and contact persons through whom arrangements could be made. An interview schedule was used in meetings with government personnel in education, agricultural education department personnel at the leading teacher training institution, and the staff of local agricultural schools in each of the four countries. From these, information was gathered pertaining to aspects of the local school program: location, history, main agricultural enterprise in the area, agricultural trends, administration, methods, students, and staff. The case studies of the following schools were reported: Thailand, Chiangmai College of Agriculture; Republic of China, Taiwan Provincial Taoyuan Senior Vocational Agricultural and Industrial School; South Korea, Suwon Agricultural and Forestry High School; Japan, Schizuoka Agricultural Management Public High School. (AG)

ED 096 432 CE 002 033  
Ornati, Oscar

Minority Mobility Project. Interim Report, March 1971-August 1972.

Humanic Designs Corp., Manhasset, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-34-70-04-01

Pub Date 10 Oct 72

Note—112p.; For Final Report see CE 002 034

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Business Responsibility, Data Analysis, Employment Programs, \*Equal Opportunities (Jobs), \*Federal Programs, Measurement Instruments, \*Minority Groups, \*Occupational Mobility, \*Personnel Policy, Public Policy, Racial Discrimination, Sex Discrimination, Working Women

Identifiers—Affirmative Action, Employment Parity, \*Minority Mobility Project

The Minority Mobility Project (MMP) is concerned with personnel policies and practices which impact the utilization and upward mobility of minorities and women. The report details the various policy and analytical research questions raised in the course of a project involving quan-

titative and qualitative analyses of primary data on personnel practices collected at two large companies. One of the companies had implemented an affirmative action plan, and the other had very low utilization and a long history of not hiring minorities and women in other than clerical positions. The report describes in detail the approach and the analyses used to answer the policy and research questions, relates the findings, and discusses their practical and policy implications. A method for establishing, a priori, the degree of compliance of a firm or industry was developed by simple statistical measurements of parity. Instructions for the computation of population, occupation, and comparative parity measures are presented. (Author/AG)

ED 096 433 CE 002 034  
Ornati, Oscar

Minority Mobility Project. Final Report, September 1972-September 1973.

Humanic Designs Corp., Manhasset, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-34-70-04-02

Pub Date 9 Oct 73

Note—66p.; For Interim Report see CE 002 033

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Employment Programs, \*Equal Opportunities (Jobs), \*Federal Programs, Government Role, \*Minority Groups, Objectives, \*Occupational Mobility, Personnel Policy, \*Program Descriptions, Public Policy, Racial Discrimination, Sex Discrimination, Working Women

Identifiers—\*Minority Mobility Project

The Minority Mobility Project (MMP) was undertaken as part of a larger effort dealing with upgrading and upward mobility systems in the various settings funded by the Manpower Administration. The preface to the final report sets forth the broad purpose and achievements of the MMP. The first chapter presents the introductory nature of Equal Employment Opportunity Compliance and Voluntary Activities. The various contents of the MMP are discussed, and how MMP activities contributed to broad objectives and specific operational objectives is reported. The second chapter reports on what was done and what was learned from the activities. Chapter 3 centers on the barriers to upward mobility of minorities and women in terms of what has been learned about the barriers, how they operate, and how they are part of the employment systems. Equal Employment Requirements and Upward Mobility, chapter 4, ties together some of the material presented earlier. Nine specific summary observations are presented. The final chapter, Public Policy: Observations and Recommendations, translates in terms of broad policy and implementation, the contents of chapter 4. (Author/AG)

ED 096 434 CE 002 035  
Rogers, Evelyn E.

Certification Requirements for Vocational Stenographic-Secretarial Teachers in Post-Secondary Vocational-Technical Schools in the United States.

Pub Date May 73

Note—72p.; Master's Thesis, University of North Dakota

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Business Education Teachers, Criteria, \*National Surveys, Office Occupations Education, State Licensing Policies, \*State Standards, Stenography, \*Teacher Certification, \*Teacher Qualifications, Vocational Education Teachers

The study provides in one source the various State certification requirements for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States, obtained from State Directors of Vocational Education through a questionnaire; the related literature is reviewed. A 12-page table summarizes certification requirements in individual States. Fifteen tables accompany an analysis and comparison of these certification criteria as they exist in all the States. The research found more differences than similarities among the States' certification requirements. These differences and

similarities are detailed, and it is concluded that, while most of the States provide post-secondary vocational stenographic-secretarial education and while the majority have Statewide requirements teachers must meet, there is little agreement among the States as to which criteria are most appropriate. It is recommended that a reciprocity plan for vocational business teacher certification should be developed, and that similar studies should be conducted to determine State certification requirements for all vocational business teachers at all educational levels. The questionnaire and a directory of State Directors are among the appendixes. (AJ)

ED 096 435 95 CE 002 036

Lawson, Dorothy And Others

**Career Awareness in Agribusiness, Renewable Natural Resources, and Environmental Protection: A Curriculum Guide for Grades K-6.**

Eastern Illinois Univ., Charleston. Center for Educational Studies; Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date 74

Contract—OEC-0-72-4677

Note—240p.; For related documents, see CE 002 037-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.50)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Agribusiness, Agricultural Occupations, Behavioral Objectives, Career Choice, \*Career Education, Concept Formation, Conservation Education, \*Curriculum Guides, \*Curriculum Planning, \*Elementary Grades, Environmental Education, Learning Activities, Models, Natural Resources, Occupational Clusters, Occupational Information, Resource Materials, \*Teaching Guides, Vocational Education

Identifiers—\*Career Awareness

This guide is intended to be used as a model to develop Career Education Experiences in a classroom program. It includes eight sample learning modules for the primary grade level (K-3) and another eight for the intermediate grade level (4-6). Each module has three basic parts: instructional information, instructional activities, and culmination or evaluation activities. The instructional information contains the career development concepts which are developed for that module, the subject matter which is needed to carry through the activities, occupational information, and pupil performances objectives aimed primarily at the career development concepts. Other elements of the guide include a listing of occupational cluster definitions, areas for investigation, career development concept matrix and an articulation plan for occupational study and types of learning resources. (Author)

ED 096 436 95 CE 002 037

Lawson, Dorothy And Others

**Career Exploration in Agribusiness, Renewable Natural Resources, and Environmental Protection: A Curriculum Guide for Grades 7-9.**

Eastern Illinois Univ., Charleston. Center for Educational Studies; Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date 74

Contract—OEC-0-72-4677

Note—240p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.50)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Agribusiness, Agricultural Occupations, Behavioral Objectives, Career Choice, \*Career Education, Concept Formation, Conservation Education, \*Curriculum Guides, \*Curriculum Planning, Environmental Education

tion, \*Intermediate Grades, Learning Activities, Natural Resources, Occupational Clusters, Occupational Information, Resource Materials, \*Teaching Guides, Vocational Education

Identifiers—\*Career Exploration

This guide contains eight learning modules which are designed as samples which fuse the career development concepts, subject matter, and occupational information into learning activities using occupations as the nucleus. There is one module for each of the eight occupational areas: agricultural equipment and mechanics, agricultural products (food processing), ornamental horticulture, agricultural production, agricultural supplies and services, renewable natural resources, forestry, and environmental protection. Each module includes instructional information, occupational information, pupil performance objectives, instructional activities, evaluation, and resources. (Author)

ED 096 437 95 CE 002 038

McGhee, Max B., Comp.

**Career Preparation in Agricultural Production: A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—637p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$7.50)

EDRS Price MF-\$1.05 HC-\$30.60 PLUS POSTAGE

Descriptors—Agribusiness, Agricultural Education, Agricultural Machinery, \*Agricultural Production, Agricultural Skills, Behavioral Objectives, \*Career Education, \*Curriculum Guides, \*Curriculum Planning, Farm Management, Learning Activities, Occupational Clusters, Plant Science, Secondary Grades, Teaching Guides, \*Vocational Agriculture

This curriculum guide in agricultural production is one of 10 guides developed as part of a vocational project stressing agribusiness, natural resources, and environmental protection. The scope of this guide includes four occupational subgroups: animal science, plant science, farm mechanics, and farm business management. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 438 95 CE 002 039

Yoder, Edgar P.

**Career Preparation in Agricultural Supplies and Services: A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—196p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Agricultural Production, Agricultural Skills, \*Agricultural Supplies, Agricultural Supply Occupations, Behavioral Objectives, \*Career Education, \*Curriculum Guides, \*Curriculum Planning, Farm Management, Fertilizers, Learning Activities, Occupational Clusters, Plant Science, Secondary Grades, Teaching Guides, \*Vocational Agriculture

Identifiers—Agricultural Chemicals

This curriculum guide in agricultural supplies and services is one of 10 guides developed as part of a vocational project stressing agribusiness, natural resources, and environmental protection. The scope of this guide includes four occupational subgroups: feeds, fertilizers, seeds, and chemicals. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 439 95 CE 002 040

Yoder, Edgar P.

**Career Preparation in Agricultural Equipment and Mechanics: A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—267p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Agricultural Education, \*Agricultural Machinery, Agricultural Machinery Occupations, Agricultural Skills, Behavioral Objectives, Career Education, \*Curriculum Guides, \*Curriculum Planning, Learning Activities, Occupational Clusters, \*Secondary Grades, Teaching Guides, \*Vocational Agriculture

This curriculum guide in agricultural equipment and mechanics is one of 10 guides developed as part of a vocational project stressing agribusiness, natural resources, and environmental protection. The scope of this guide includes two occupational subgroups: agricultural power service and repair, and the service of agricultural equipment. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 440 95 CE 002 041

Moore, Eddie A.

**Career Preparation in Agricultural Products (Food Processing): A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—249p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Agricultural Education, \*Agricultural Production, Agricultural Skills, Behavioral Objectives, \*Curriculum Guides, \*Curriculum Planning, Food Handling Facilities, \*Food Processing Occupations, Learning Activities, Occupational Clusters, Secondary Grades, Teaching Guides, \*Vocational Agriculture

Identifiers—\*Agricultural Products

This curriculum guide in agricultural products (food processing) is one of 10 guides developed as part of a vocational project stressing agribusi-

ness, natural resources, and environmental protection. The scope of this guide includes three occupational subgroups: meat, fish, poultry; dairy (milk) products; fruits and vegetables. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 441 95 CE 002 042

McGhee, Max B.

**Career Preparation in Ornamental Horticulture: A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—244p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—Agricultural Skills, Behavioral Objectives, \*Career Education, \*Curriculum Guides, \*Curriculum Planning, Floriculture, Grounds Keepers, Landscaping, Learning Activities, Nurseries (Horticulture), Occupational Clusters, \*Ornamental Horticulture, Ornamental Horticulture Occupation, Plant Science, Secondary Grades, Teaching Guides, \*Vocational Agriculture

Identifiers—Arboriculture

This curriculum guide in ornamental horticulture is one of 10 guides developed as part of a vocational project stressing agribusiness, natural resources, and environmental protection. The scope of this guide includes five occupational subgroups: arboriculture, floriculture, landscape maintenance and establishment, nursery production, and turfgrass maintenance and equipment. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 442 95 CE 002 043

Householder, Larry

**Career Preparation in Agricultural Resources: A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—248p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—Agricultural Skills, Behavioral Objectives, \*Career Education, \*Conservation Education, \*Curriculum Guides, \*Curriculum Planning, Environmental Education, Forestry, Land Use, Learning Activities, Natural Resources, Occupational Clusters, Off Farm Agricultural Occupations, Secondary Grades, Teaching Guides, \*Vocational Agriculture, Wildlife Management

This curriculum guide in agricultural resources is one of 10 guides developed as part of a vocational project stressing agribusiness, natural resources, and environmental protection. The scope of this guide includes eight occupational subgroups: fish, forestry, mining area restoration, outdoor recreation, soil, range, water, and wildlife. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 443 95 CE 002 044

Householder, Larry Moore, Eddie A.

**Career Preparation in Forestry: A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—168p.; For related documents, see CE 002 036-045

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Agricultural Skills, Behavioral Objectives, \*Career Education, Conservation Education, \*Curriculum Guides, \*Curriculum Planning, Environmental Education, Forestry, \*Forestry Occupations, Learning Activities, Lumber Industry, Natural Resources, Occupational Clusters, Off Farm Agricultural Occupations, Secondary Grades, Teaching Guides, \*Vocational Agriculture

Identifiers—Christmas Trees

This curriculum guide in forestry is one of 10 guides developed as part of a vocational project stressing agribusiness, natural resources, and environmental protection. The scope of this guide includes six occupational subgroups: forest establishment, forest protection, logging (harvesting and transporting), wood utilization Christmas tree production, arboriculture, and other forestry. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 444 95 CE 002 045

Howell, David Scott, Tressa

**Career Preparation in Environmental Protection: A Curriculum Guide for High School Vocational Agriculture. Test Edition.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—306p.; For related documents, see CE 002 036-044

Available from—Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.75 HC-\$15.00 PLUS

POSTAGE

Descriptors—Agricultural Skills, Air Pollution Control, Behavioral Objectives, \*Career Education, Conservation Education, \*Curriculum Guides, \*Curriculum Planning, \*Environmental Education, Learning Activities, Occupational Clusters, Secondary Grades, Teaching Guides, \*Vocational Agriculture

Identifiers—\*Environmental Protection, Wastewater, Water Pollution

This curriculum guide in environmental protection is one of 10 guides developed as part of a vocational project stressing agribusiness, natural resources, and environmental protection. The scope of this guide includes three occupational subgroups: water treatment, wastewater treatment, and air pollution control. It is meant as an aid to all who are involved in the curriculum planning phases prior to classroom instruction. Each unit has seven elements to be used for developing specific curriculum and curriculum materials: unit concept, student performance objectives, instructional areas, examples of learning activities, examples of evaluation processes, instructional materials or equipment, and references. Appendixes list recommended materials and equipment, additional references, and selected professional and technical societies. (Author/JC)

ED 096 445 CE 002 048

**Basic Skills for Health Occupations, Health Service Aide: 3040.04.**

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—21p.; An authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Health Occupations Education, Health Personnel, \*Nurses Aides, Paramedical Occupations, Secondary Grades, Service Occupations, \*Skill Development, \*Vocational Education

Identifiers—Quinmester Program

Designed to develop selected skills common to many health occupations, the course includes fundamental and manipulative skills such as those required of the nurses aide. There are no prerequisites, and the 45-hour course is planned to provide the student with selected theoretical knowledge correlated with laboratory periods of applied practice in a simulated clinical situation. The outline consists of seven instructional blocks: (1) introduction, (2) essential features of the health service environment, (3) observing and recording, (4) determination of vital signs, (5) maintenance of safety and comfort, (6) personal hygiene, (7) height and weight determination and a posttest. Student involvement is stressed and approximately three-fourths of the total class time is devoted to laboratory experience. An appendix provides posttest samples. (Author/MW)

ED 096 446 CE 002 049

**Metalurgy, Visual Inspection, Hardness and Liquid Penetrant Testing, Aviation Quality Control 2: 9227.01.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—\*Aviation Technology, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Industrial Arts, Inspection, \*Metalurgy, Metals, Metal Working Occupations, \*Quality Control, Secondary Grades, Shop Curriculum, Technical Education, Testing, \*Trade and Industrial Education

Identifiers—Quinmester Program

The course consists of the basic and simpler methods of inspecting and nondestructive testing of parts and materials to insure the quality and reliability of the finished product. The outline consists of six blocks totaling 135 hours: (1) defects in the metal ingot, (2) defects resulting from processing metals, (3) defects in metals in service, (4) visual inspection, (5) hardness testing, (6) liquid penetrant test and a posttest. Adequate laboratory time, experience on aircraft and other equipment, proficiency in the nature and application of techniques, and drill in the usage of testing equipment are necessary elements in skill development. A bibliography listing basic and supplementary references and a sample posttest conclude the document. (MW)

ED 096 447 CE 002 050

**Micrometer Instruments, Aviation Quality Control 1: 9225.02.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Aviation Technology, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Measurement Instruments, \*Measurement Techniques, \*Quality Control, Secondary Grades, Shop Curriculum Identifiers—Micrometers, \*Quinometer Program

Second in a series of five, the course consists of the history and principles of the micrometer. The student must have mastered the skills offered in Introduction to Measurement and the Use of Scaled Instruments-9225.01. Techniques in reading and using the micrometer, checking, adjusting, and calibrating the micrometer are topics covered. Extensive lab work and practice will be included to make the student proficient and accurate in its use. The guide outlines 10 instructional blocks totaling 135 hours: (1) history of measurement with the micrometer, (2) the parts of a micrometer, (3) the principle of measurement with a micrometer, (4) techniques of reading the micrometer scales, (5) techniques in using the micrometer, (6) how to adjust and calibrate the micrometer, (7) types and styles of micrometers, (8) application of special purpose micrometers, (9) accessories used with micrometers, and (10) posttest. Adequate laboratory time, actual experience on aircraft and other equipment, and audiovisual aids are provided. Textbooks and manuals are listed along with other references in the bibliography. A posttest sample concludes the document. (MW)

**ED 096 448 95 CE 002 056**

Gillie, Angelo C., Sr. And Others  
Cooperation and Facilities Sharing in Pennsylvania Vocational Education.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date May 74

Note—120p.; For related documents, see CE 002 051-054

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—Cooperative Planning, Cooperative Programs, \*Educational Assessment, Educational Coordination, Educational Research, Facility Utilization Research, \*Interinstitutional Cooperation, Post Secondary Education, Secondary Education, Shared Facilities, \*Shared Services, \*State Surveys, Statewide Planning, \*Vocational Education

Identifiers—Pennsylvania

The report presents the findings of a statewide study of secondary and postsecondary schools in Pennsylvania. The overall objective was to determine the extent to which these institutions were cooperating and sharing programs, faculty, and facilities in the offering of vocational programs. Seven vocational institutional types were surveyed: area vocational technical schools, comprehensive high schools, public community colleges, private junior colleges, nondegree granting proprietary schools, associate degree granting proprietary schools, and senior colleges and universities. Several hundred individual institutions were contacted by mail and/or telephone. Findings indicated that while some cooperative vocational program activities are going on, the potential for such activities is barely tapped. Recommendations for future cooperative programs are offered. Appendixes offer the cover letter, a flow diagram of the study, a questionnaire form, and a listing of the participating institutions. (MW)

**ED 096 449 CE 002 057**

King, Elizabeth Camp  
Perceptions of Female Vocational Faculty Members as Seen by Themselves and College Administrators.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Aug 74

Note—150p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Administrator Attitudes, College Faculty, \*Community Colleges, Educational Research, Educational Sociology, Equal Opportunities (Jobs), Family Influence, Goal Orientation, Professional Recognition, \*Role Perception, Statistical Studies, Tables (Data), Teacher Attitudes, Vocational Development, Vocational Education, \*Vocational Education Teachers, \*Women Teachers

The study consists of four main parts and was designed to: (1) ascertain the perceptions of public community college presidents regarding professional women vocational faculty; (2) ascertain the perceptions of female vocational education faculty members at such colleges; (3) compare those perceptions; and (4) determine the demographic characteristics of professional women in vocational education at the public community colleges. The perceptions sought were of: dual-role conflict, advancement possibilities, and career aspirations. An egalitarian perception scale and a female demographic data questionnaire were sent to randomly selected college presidents and female faculty. The findings are presented in both graphic and tabular form, with textual explication and discussion. It was found that both the college presidents and the women faculty members perceive some degree of role conflict in the women; administrators and women faculty agreed that women were not as likely to achieve positions of leadership as men, although the administrators perceived more opportunity for the women than the women themselves did. Administrators perceived in women faculty only moderate career aspiration; the findings from the women's sample upheld that perception. (AJ)

**ED 096 450 CE 002 058**  
Commissaryman 1 and C.  
Naval Training Publications Detachment, Washington, D.C.  
Spons Agency—Naval Training Command, Pensacola, Fla.  
Report No.—NAVTRA-10280-F  
Pub Date 73  
Note—215p.  
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0502-051-4010)

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

**Descriptors**—Food Service, \*Food Service Occupations, \*Food Service Workers, Instructional Materials, Job Training, Manuals, \*Military Personnel, \*Military Training, Occupational Information, Recordkeeping, Supervision, Supplies, \*Textbooks, Vocational Education

Identifiers—Navy

The training manual is designed to help the Naval trainee meet the occupational qualifications for advancement to Commissaryman First Class and Chief Commissaryman. The introductory chapter discusses advancement; subsequent chapters deal with the technical subject matter of the Commissaryman rating. Chapter 2 provides brief information about support/supply functions at various levels of Navy and Defense Department management; chapter 3 includes a discussion of regulations and instructions on which the operation of the general mess is based. Navy messes operate on a monetary ration allowance system, described in chapter 4; each phase of requisitioning and procuring food items is explained in chapter 5. Receipting, inspecting, and stowing of supplies is discussed in the sixth chapter. Sample menus are included in the seventh chapter to aid in menu planning and supervision of other menu planners. In chapter 8, the trainee learns to keep accurate daily expenditure records, and, in chapter 9, to understand the general mess accounting system. Landing party operations, sanitation, safety, and long range patrol rations are discussed in the concluding chapters. (AJ)

**ED 096 451 CE 002 059**

Handley, Herbert M. Shill, James F.  
Work Values and Job Attitudes Held by New Teachers in Vocational Education in Mississippi. Research Series No. 6.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Report No.—R-CU-8007  
Pub Date Jul 73

Note—60p.; For related document, see CE 002 060

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Attitude Tests, \*Beginning Teachers, Motivation, Preservice Education, Role Perception, Tables (Data), Teacher Attitudes, \*Teacher Education, Teacher Educators, \*Values, \*Vocational Education Teachers, \*Work Attitudes

Identifiers—\*Mississippi

The study, involving 178 Mississippi vocational education teachers working in 12 different areas of vocational education who had been teaching three years or less, compared the work values and job attitudes which vocational education teachers hold toward teaching and students. Instruments utilized for data collection were a questionnaire pertaining to teacher's perceptions of teaching preparation, the "Work Value Inventory" by Super, and a vocational teacher attitude scale (included in the appendix) developed by the investigators. A composite rating for each subject's preparation for professional work was determined in nine performance areas; ratings were correlated with teacher attitudes toward teaching and students. Teachers' perceptions of their preparation to work in the nine areas were also correlated with the work values teachers selected as important in motivating them to teaching. The results indicated that vocational teachers, as a composite group, were most highly motivated in their jobs by altruistic work values. Vocational teachers from different disciplines differed significantly in attitudes towards students. The hypothesis predicting similar work values for vocational education teachers was strongly supported. Specific study of pre-vocational teachers' work values was recommended. (EA)

**ED 096 452 CE 002 060**

Handley, Herbert M. Shill, James F.  
Assessment of Preservice Vocational Teacher Education in Mississippi. Research Series No. 4.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Report No.—R-CU-8005  
Pub Date Jul 73

Note—172p.; For related document, see CE 002 059

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—Beginning Teachers, Guidance, Human Relations, Management, \*Performance Based Teacher Education, \*Preservice Education, Program Coordination, Public Relations, Questionnaires, Student Organizations, Tables (Data), Teacher Educators, Teaching Skills, \*Vocational Education Teachers

Identifiers—\*Mississippi

The purpose of the study was to determine the effectiveness of Mississippi preservice vocational programs in developing the performance levels of vocational teachers. Questionnaires were mailed to all Mississippi vocational teachers with one to three years of teaching experience, State level supervisors, and teacher educators; 405 questionnaires were included in the study. A rating scale was utilized that consisted of five levels ranging from inadequate performance to competent performance; 94 performance tasks were assessed in areas of: planning of instruction, execution of instruction, evaluation of instruction, guidance, management, public/human relations, professional role, student vocational organizations, and program coordination. Only one group, program coordination, was assessed at below the adequate level. Some specific recommendations derived from the study were the need for increased preservice experience in: "actual" school situations, team teaching approach, standardized testing, guidance related tasks, budget planning, preparing reports, student disciplinary actions, use of media, research studies, working with youth organizations, and program coordination. More than half of the document consists of appendixes of supportive data. (EA)

**ED 096 453 CE 002 062**  
CIRF Publications, Vol. 12, No. 5.  
International Labour Office, Geneva (Switzerland).  
Pub Date 74  
Note—163p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—\*Abstracts, \*Agriculture, Bibliographic Citations, \*Content Analysis, \*Developing Nations, Economic Factors, Edu-

cation, Foreign Countries, Underemployed, Unemployed, \*Vocational Rehabilitation  
CIRF Publications, Vol. 12, No. 5 is a collection of 80 abstracts giving particular attention to education, training, and economic growth in developing countries, Iran, Japan, Kenya, the Solomon Islands, and Sri Lanka; vocational rehabilitation in Italy, Spain, the United Kingdom, and the U. S. A.; agriculture in Chad, developing countries, and Switzerland; and training for the unemployed and underemployed. The professional abstracts, generally two pages long, are broken down by sector (i.e., education, commerce, etc.), country, author, title, bibliographical references, translation, subject analysis, and contents analysis. (NH)

ED 096 454 95 CE 002 064

Algebra 1: Curriculum Guide; and Algebra 2: Curriculum Guide.

Harlandale Independent School District, San Antonio, Tex. Career Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin.

Note—111p.; For related documents, see CE 002 065, CE 001 005-016, and CE 001 075-089

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Algebra, Audiovisual Aids, \*Career Education, \*Curriculum Guides, Educational Objectives, Educational Resources, Instructional Materials, Occupational Information, \*Performance Specifications, Resource Materials, \*Secondary Grades, Teaching Methods, Units of Study (Subject Fields)  
Identifiers—\*Texas

The guide is arranged in vertical columns relating algebra curriculum concepts to curriculum performance objectives, career concepts and career performance objectives, suggested teaching methods, and resource materials. Career information on a variety of occupations includes comments on what a person in the occupation does, the level of education required, approximate salary range, approximate number of people in the field, and employment opportunities. Space is provided for teacher's additions, deletions, notes, and criticisms which will be useful when the guide is revised. Audiovisual source information also is provided. (NH)

ED 096 455 95 CE 002 065

Seventh Grade Reading and Composition Curriculum Guide.

Harlandale Independent School District, San Antonio, Tex. Career Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin.

Note—112p.; For related documents, see CE 002 064, CE 001 005-016, and ED 089 029-043

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Audiovisual Aids, Bibliographies, \*Career Education, \*Composition (Literary), \*Curriculum Guides, Educational Objectives, Educational Resources, Elementary Grades, \*Grade 7, Instructional Materials, Performance Specifications, \*Reading Comprehension, Reading Development, Resource Materials, Teaching Methods, Units of Study (Subject Fields)  
Identifiers—\*Texas

The guide is arranged in vertical columns relating seventh grade reading and composition concepts to curriculum performance objectives, career concepts, and career performance objectives, suggested teaching methods, and resource materials. Broad career concepts—such as "there are problems to face and overcome in any field of work" and "the newspaper may be a valuable source of information for job seekers"—are tied to specific curriculum concepts, performance objectives, teaching methods, teaching career concepts, and resource materials. Space is provided for teacher's additions, deletions, notes, and criticisms which will be useful when the guide is revised. Appendixes contain condensed job descriptions, a bibliography of career education library books, an index of films and records, and mythology notes. (NH)

ED 096 456 CE 002 067

Finora, Daniel  
Protection for the Consumer; Business Education: 6463.07.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—15p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, Community Agencies (Public), \*Consumer Economics, \*Consumer Education, Course Content, \*Curriculum Guides, Organizations (Groups), \*Publicize, Resource Materials, Responsibility, Secondary Grades, State Agencies

Identifiers—Consumer Protection, \*Quinmester Program

This course is designed to acquaint the student with the functions, criticisms, costs, and consumer analysis of advertising; Federal and State regulations of industry operation and advertising; Federal, State, and city agencies for consumer protection; private and business-sponsored organizations for consumer protection; and rights and responsibilities of the consumer. The course does not require any prerequisites, but a pretest could be given to determine areas of greatest weaknesses. Included are a list of 11 behavioral objectives, a detailed outline of the course content, suggested learning activities, evaluative instruments, a list of resource materials for students and teachers, and an appendix of sample activities. (Author/BP)

ED 096 457 CE 002 068

Luka, Cecelia

Taxes; Business Education: 6463.02.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—23p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Assessed Valuation, Behavioral Objectives, \*Business Education, Citizen Role, \*Course Content, \*Curriculum Guides, Secondary Grades, Tax Allocation, \*Taxes  
Identifiers—\*Quinmester Program

This course explores questions of why we have taxes and how they benefit people. Various other taxes (local, State and Federal, property, income, excise, and inheritance taxes) are dealt with. There is no specific prerequisite for this course, but it is recommended that students enroll in other consumer economics and business mathematics courses as a supplement. A pretest is included to determine whether the student has already attained the objectives of this course. The course consists of a list of 15 behavioral objectives, a detailed outline of the course content, suggested learning activities, evaluative instruments (tests, income tax problems, and grading), and resource materials for teachers and students. Also included is an appendix of suggested test items. (Author/BP)

ED 096 458 CE 002 069

Smith, Cynthia G.

Personal Applications of Typewriting Skills; Business Education: 7703.21.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Audiovisual Aids, Behavioral Objectives, \*Business Education, \*Business Skills, Course Content, \*Curriculum Guides, Learning Activities, Letters (Correspondence), Resource Materials, Secondary Grades, \*Typewriting  
Identifiers—\*Quinmester Program

This course is for the student who plans a limited use of his typewriting skills. Personal applications combine various aspects of typing, emphasizing skills necessary for college study or personal correspondence. The course deals with memorandums, postal cards, announcements, manuscripts, reports, personal business letters, envelopes, two letter styles, two punctuation styles, outlines, carbon copies, erasing techniques, proofreading symbols, rough draft typing, and composing at the typewriter. A prerequisite for enrollment in the course is E-Z Way to Type (7704.11). The 13 objectives of the course are stated, as well as the course outline, detailed learning activities and procedures, evaluative instruments (objective tests, daily typing assignments, budget assignments, warm-up drills, final test, and testing intervals), and numerous resource materials for teachers and students. An

appendix of suggested test items is included. (Author/BP)

ED 096 459 CE 002 070

Diaz, Mary Beth

Basic Typewriting Review; Business Education: 7701.04.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—39p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, \*Business Skills, Course Content, \*Curriculum Guides, Junior High School Students, \*Reinforcement, Resource Materials, Skill Development, Student Placement, Teaching Techniques, \*Typewriting  
Identifiers—\*Quinmester Program

The course is designed as a review or reinforcement for junior high school students who feel a need for additional help in mastering the basic skills required by a typist. A prerequisite for this course is the ABC's of Typewriting. In this particular course, the pretest is extremely valuable because it will enable the teacher to determine individual placement of each student within the class. The pretest should measure the objectives of the preceding course and/or the objectives of this course. The course consists of 10 behavioral objectives, a detailed outline of the course content, a lengthy list of suggested teaching procedures and related learning activities, a list of evaluative instruments used, a 10-page list of resource materials for teachers and students, and an appendix of sample tests. (Author/BP)

ED 096 460 CE 002 071

Abrams, Ruth

Developing Typewriting Skill; Business Education: 7701.03.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, \*Course Content, \*Curriculum Guides, \*Junior High School Students, Resource Materials, \*Typewriting  
Identifiers—\*Quinmester Program

The junior high school student will type reports and themes, title pages, footnotes, bibliographies, carbon copies, headings, and subheadings; and use margins, pagination, and erasing. Emphasis is placed on speed and accuracy, the application of typewriting rules, and the advance applications of typewriting skills. A prerequisite for this course is the Typewriter and You (7701.02). This curriculum guide consists of a list of 11 behavioral objectives, an outline of the course content, learning activities and procedures, evaluative instruments, and 11 pages of resource materials for teachers and students. An appendix of tests and additional teacher materials is included. (Author/BP)

ED 096 461 CE 002 072

Abrams, Ruth

The Typewriter and You; Business Education: 7701.02.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, Business Skills, Course Content, \*Curriculum Guides, Evaluation Methods, \*Junior High School Students, Letters (Correspondence), Resource Materials, Skill Development, \*Typewriting  
Identifiers—\*Quinmester Program

The junior high student will type postcards, personal announcements, memorandums, personal notes, personal business letters, envelopes; and learn the parts of letters, letter styles, folding of letters, punctuation rules, proofreading, and erasing in this course. The student will also learn to compose at the typewriter. A prerequisite to this course is the ABC's of Typewriting and a pretest to be given to help the teacher to determine the student's placement in the class. The

behavioral objectives, an outline of the course content, learning activities and procedures, and evaluative instruments (testing methods) are discussed. Ten pages of resource materials for student and teacher and an appendix of sample tests are included. (Author/BP)

**ED 096 462** CE 002 073

Hallock, Dorothy

**Business Applications of Typewriting Skills; Business Education: 7704.21.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—39p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Business Education, Business Skills, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, Performance Criteria, Resource Materials, Secondary Grades, \*Typewriting, \*Vocational Education Identifiers—Florida, \*Quinmester Program

The course described in this pamphlet is for the student interested in typewriting for vocational use, and includes activity-oriented exercises concerning carbon copies, envelopes, postal cards, announcements, memoranda, and two styles of business letters. Contents include occupational relationships, enrollment guidelines, performance objectives (proofreading typewritten work, making acceptable corrections, typing masters and stencils), course content (including capitalization, punctuation, and typing rules), strategies and learning activities, evaluative instruments, and student and teacher resource materials. About one-third of the pamphlet is devoted to appendices giving various kinds of tests and their answer keys. (NH)

**ED 096 463** CE 002 074

Schull, Amy P.

**Typewriting Brush Up; Business Education: 7704.42.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—35p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Business Education, \*Business Skills, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, Performance Criteria, Resource Materials, Secondary Grades, Skill Development, \*Typewriting, Vocational Education

Identifiers—Florida, \*Quinmester Program

This course outlined in this pamphlet serves as a review clinic for basic typing skills to increase students' employability and provide further skill development. Content includes occupational relationships, enrollment guidelines, performance objectives (perform standard maintenance on a typewriter, type from dictation, compose at a typewriter), course content (timed writing, business letters, centering and tabulating review), learning activities, evaluative instruments, and student and teacher resource materials. Appendixes contain English usage drills, sample evaluative instruments, and their answer keys. (NH)

**ED 096 464** CE 002 075

Diemar, Johnnye F.

**Intermediate Typewriting Skills; Business Education: 7704.41.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Business Education, \*Business Skills, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, Performance Criteria, Resource Materials, Secondary Grades, Skill Development, \*Typewriting Identifiers—\*Quinmester Program

Course content described in this pamphlet prepares students with the skills and knowledge needed as beginning typists in the world of work. Performing with both speed and accuracy, the student will develop a high level of typewriting skill in office production of business forms, envelopes, index cards, employment forms, statistical tables, and business letters. Included in the course are occupational relationships, enrollment guidelines, performance objectives, course con-

tent (equipment and supplies, activities, practical typing exercises), strategies and learning activities, evaluative instruments, student resources, and several appendixes devoted to different types of tests. (NH)

**ED 096 465** CE 002 076

Schull, Amy P.

**Medical Typewriting; Business Education: 7705.32.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—34p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Business Education, Business Skills, Course Content, \*Curriculum Guides, Health Occupations Education, Job Skills, \*Medical Record Technicians, Medical Vocabulary, Performance Criteria, \*Record-keeping, Resource Materials, Secondary Grades, Technical Education, Typists, \*Vocational Education Identifiers—Florida, \*Quinmester Program

This guide describes a course designed to prepare students for employment as medical records clerks capable of handling all types of medical forms and reports, and using and spelling medical terminology correctly. The need for medical typists is critical. The guide contains enrollment guidelines, performance objectives (i.e., type medical materials from rough draft tapes or records and correct errors, in a given time limit, with 100 percent accuracy), course content (skill building, terminology, report and forms typing, transcription, English usage), strategies, learning activities, evaluative instruments, and teacher and student resources. Appendixes include evaluative instruments, medical abbreviations, sample hospital forms, medical interoffice memorandums, and medical words test. (NH)

**ED 096 466** CE 002 077

Cosentino, Linda

**Effective Business Reports; Business Education: 5128.31.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Business Education, Business English, Composition Skills (Literary), Course Content, Course Descriptions, \*Curriculum Guides, Performance Criteria, \*Reports, \*Resource Materials, Secondary Grades, \*Technical Writing, Vocational Education Identifiers—\*Quinmester Program

The course is designed to provide students with the skill and knowledge needed to compose effective business reports, including format of a report, informal and formal reports, minutes of meetings, agendas, itineraries, new releases, and advertising copy. Prerequisites include Business Grammar in Good Taste, Spell It Right, and Typing Business Reports, Outlines, and Manuscripts. Performance objectives and course content are outlined and classroom procedures, strategies, and learning activities are suggested. Evaluative instruments are discussed. A five-page bibliography lists resource materials including textbooks, drill books, practice sets, text-workbooks, reference manuals, audiovisual aids, and periodicals useful to both students and teachers. An appendix offers examples of footnotes and bibliographic styles. (MW)

**ED 096 467** CE 002 078

Griffie, Alice

**In the Marketplace; Business Education: 6463.01 and Home and Family Education: 6765.03.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Behavioral Objectives, \*Business Education, \*Consumer Economics, \*Consumer Education, Course Content, Course Descriptions, \*Curriculum Guides, Home Economics Education, Merchandise Information, Money Management, Performance Criteria, \*Resource Materials, Secondary Grades, Vocational Education

Identifiers—\*Quinmester Program

The course focuses on comparison shopping, store etiquette, impulse buying, interpreting labels, specials, loss leaders, standards in relation to need, installment or cash costs. It is primarily designed for consumer or homemaking education, rather than directly related to specific occupational preparation, although it has value for a prospective retail manager. Business Mathematics Fundamentals (\$283.01) is suggested as a prerequisite. Performance objectives and course content are outlined, and classroom procedures, strategies, and learning activities are suggested. Evaluation criteria and techniques are discussed. Seven pages of resource materials list books, booklets, periodicals, films, filmstrips, games, learning activity packages, and practice sets and/or kits useful to both teachers and students. (MW)

**ED 096 468** CE 002 079

Luksa, Cecelia

**Both Sides of the Story—Buying and Selling; Business Education: 7705.21.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Behavioral Objectives, Bookkeeping, \*Business Education, Business Skills, Course Content, Course Descriptions, \*Curriculum Guides, \*Distributive Education, Marketing, Merchandising, \*Recordkeeping, Retailing, Sales Occupations, Secondary Grades, Vocational Education, Wholesaling Identifiers—\*Quinmester Program

Offering a study of records that deal with buying and selling at retail and wholesale levels, the course includes invoices, statements, charge sales, cash sales, sales taxes, and returns. Prerequisite skills include the objectives of Welcome to Recordkeeping and Money Records, and a pretest to aid in student placement is offered. Performance objectives are specified and course content includes the following topics: (1) equipment and supplies, (2) retail sales records, (3) purchase records for a retail business, and (4) sales records for a wholesale business. Classroom procedures, strategies, learning activities, and evaluative instruments are suggested. Student and teacher resource materials are listed in a two-page bibliography. An appendix of suggested test items concludes the document. (MW)

**ED 096 469** CE 002 080

Schull, Amy P.

**Advanced Typewriting Skill Building; Business Education: 7705.31.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—36p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Behavioral Objectives, Business, \*Business Correspondence, \*Business Education, Clerical Occupations, Course Content, Course Descriptions, \*Curriculum Guides, \*Resource Materials, Secondary Grades, Skill Development, Stenography, \*Typewriting, Vocational Education

Identifiers—\*Quinmester Program

Intended for the student interested in obtaining high speed and control, the course includes drills that will enable the student to prepare more complex business forms and reports with a high degree of speed and accuracy. It is a culminating basic course for vocational competency, requiring the course Advanced Clerical Typewriting (7705.11) as a prerequisite to enrollment. A pretest is included as a teacher aid for student placement. Eight performance objectives are specified. Course content includes: (1) equipment and supplies, (2) supplementary needs, (3) skill building, (4) production of business letters, (5) production of report typing, (6) production of business forms, (7) transcribing machine, (8) reproduction typing, (9) language usage and grammar review, (10) standards review, and (11) exploratory typing. Procedures, strategies, and learning activities are suggested and evaluative instruments described. A 5-page bibliography lists student and teacher resource materials and a 15-page appendix includes a personal data sheet, test forms, a manuscript review, and study sheets. (MW)

ED 096 470

CE 002 081

Ely, Juanita

Business Grammar in Good Taste; Business Education: 5128.11.

Dade County Public Schools, Miami, Fla.  
Pub Date 72

Note—33p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, \*Business English, Business Subjects, Course Content, Course Descriptions, \*Curriculum Guides, \*Grammar, Office Occupations, Education, Performance Criteria, Secondary Grades, \*Tests, Vocational Education, Writing Skills

Identifiers—\*Quinmester Program

The course will contribute to competency in all office occupations by equipping students with the basic skills needed to apply grammar, punctuation, capitalization, abbreviations, and number style to simple business communications. Offered as an elective, the course is intended for 12th grade students and has no prerequisites. Performance objectives are listed, and suggested procedures, strategies, and learning activities are offered. Evaluative items are suggested. A five-page bibliography of student and teacher resource materials includes books and booklets, workbooks, reference manuals, filmstrips, and tapes. A 17-page appendix presents a sample assignment sheet for the sentence and specific suggestions for evaluative items with sample tests. (MW)

ED 096 471

CE 002 082

Glider Pilot Written Test Guide: Private and Commercial.

Federal Aviation Administration (DOT), Washington, D.C. Flight Standards Service.

Report No.—AC-61-43A

Pub Date 12 Jan 72

Note—24p.

Available from—Department of Transportation, Federal Aviation Administration, Distribution Unit, TAD-484.3, Washington, D.C. 20591

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Aircraft Pilots, \*Aviation Technology, Flight Training, Objective Tests, Resource Materials, \*Study Guides, Technical Education, \*Testing

Identifiers—\*Glider

The intent of this guide is to define the scope and narrow the field of study as far as possible to the aeronautical knowledge required for qualifying for the private or commercial pilot (glider) certificate. Briefly summarized are type of test items used, hints for taking the test, and certificate requirements. The study outline is the basic framework of aeronautical knowledge that the prospective commercial pilot should know and be able to apply to pertinent situations. Topics of the study outline are: Federal aviation requirements, National Transportation Safety Board, safety investigation regulations, flight information publications and aeronautical charts, principles of flight, weather, navigation, sailplane operation and performance, sailplane structure and maintenance, flight instruments, towing, equipment, thermal soaring, ridge soaring, wave soaring, strange field landings, instrument flight, and airport traffic procedures. The two appendices consist of recommended and optional study materials and sample test items with answers and explanations. (BP)

ED 096 472

CE 002 083

Services to the Blind: A Community Concern. A Report from Prime Study Group 3 of the Institute on Rehabilitation Services.

Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-25077

Pub Date 20 May 73

Note—99p.; Report presented at the Institute of Rehabilitation Services (11th, New Orleans, Louisiana, May 1973)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Administrator Responsibility, \*Agency Role, \*Blind, Community Agencies (Public), \*Community Services, Human Services, \*Job Development, Need Gratification, Physically Handicapped, Private Agencies, Rehabilitation Programs, Statistical Data,

Visually Handicapped, \*Vocational Rehabilitation

Directed toward practitioners and program administrators in the field of vocational rehabilitation, the report deals with current concerns, issues, and practices related to rehabilitation of the blind in public and private agencies. The first chapter provides an overview of the document. Chapter 2 reports on existing and emerging occupational areas open to the blind, while chapter 3 considers public and private agency relationships and responsibilities. Manpower and training needs are discussed in chapter 4, and population identification methods are included in chapter 5 to provide a model for the practitioner and administrator to determine characteristics of the blind population in a service area. Chapter 6 covers the under-served blind population including the multihandicapped and older blind. The final chapter reports on a 1973 conference of administrators serving the blind and focuses on attitudes, unmet needs, and administrative organization. An extensive bibliography and national statistical data are included in the appendix. (MW)

ED 096 473

95

CE 002 085

Kington, Carmela C. Thomas, Ellis R.

National Symposium for Business and Office Education Curriculum Guidelines.

Trenton State Coll., N.J. Div. of Business.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—V357003

Pub Date [73]

Grant—OEG-0-73-1182

Note—125p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Business Education, \*Career Education, \*Curriculum Development, Curriculum Evaluation, Educational Development, \*Office Occupations Education, Organizational Development, Post Secondary Education, Primary Grades, Program Development, Secondary Grades, Speeches, \*Symposia

Symposium participants met to develop guidelines for developing curriculum for the area of business and office education, K through adult. The session reports are presented in outline form according to topic definition, problem areas, and recommendations. Topics discussed include: organizational patterns in the business and office education curriculum, the cluster approach to business and office education curriculum development, business and office education programs K-14, the role of business and office education in career education, programs for the disadvantaged and handicapped, public relations, the role of state staffs in program development, and alternate programs. The appendix makes up a major part of the document offering the texts of presentations by: Robert M. Worthington, Charles M. Galloway, Ray Price, Harry L. Huffman, David Schoenfeld, Louise Keller, Paul Plevyak, Agnes Kinney, Doris Crank, and Jerry A. Kicklighter. A symposium evaluation and symposium program conclude the final report. (MW)

ED 096 474

CE 002 086

Haberman, Donald J. And Others

Social Skills Development: A Unit in Career Education for the Council Bluffs Community Schools.

Council Bluffs Community School District, Iowa.

Note—92p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Career Education, Class Activities, Communication (Thought Transfer), Educational Objectives, \*Employment, Employment Interviews, Instructional Materials, \*Interpersonal Competence, Interpersonal Relationship, Job Application, Job Skills, Listening, Performance Factors, \*Units of Study (Subject Fields), Vocational Interests

The social skills development unit is designed to supplement career education programs; the program objective is that students will learn social skills in order to find and maintain employment. A sequence of 22 activities or projects exposes students to: resumes, want ads, employment applications, listening and speaking skills, interview conduct, grooming and dress, interpersonal relations, job performance, evaluation, budgeting, promotions, updating job skills, and occupational

interests. Objectives, materials, and student activities are outlined for each project with space allotted for teacher evaluation and comments. Some of the student activities involve readings from selected texts and the showing of films and filmstrips (references included). Examples of checklists, questionnaires, records and forms, and other student activity handouts are included throughout the social skills development unit. (EA)

ED 096 475

CE 002 087

Magram, Elyse And Others

Correlated Curriculum Program: An Experimental Program, Mathematics Level 1. Project No. 10006.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date May 70

Note—41p.; For related document, see CE 002 088; Portions of the document may be marginally reproducible

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Education, Curriculum Guides, Instructional Aids, Integrated Activities, \*Interdisciplinary Approach, Job Skills, Learning Activities, Mathematical Applications, \*Mathematics, \*Secondary Grades, Secondary School Mathematics, Simulation, \*Teaching Guides, \*Vocational Education

Identifiers—Correlated Curriculum Program

The Correlated Curriculum Program is a 4-year career-oriented program designed to provide a more effective educational program for the general course student, with an interdisciplinary approach to teaching. Teachers are organized into teams to plan for correlated lessons. Correlating career subjects with academic subjects serves to reinforce student learning and to improve achievement in all subjects. The document is a teacher's manual designed to assist the mathematics teacher in implementing the Mathematics Correlated with Business Careers curricula. Specific teacher and student activities are suggested and illustrated for each topic, but extensive lesson and unit plans have not been developed. Mathematical skills are developed in various simulated job situations related to six occupational areas: working in a store, in an office, in a warehouse, in a transporting company, in a service industry, and for the government. Additional, noncorrelated lessons are suggested to round out the students' mathematics education. Resources and references are listed in the appendix. (Author/AJ)

ED 096 476

CE 002 088

Naddell, Sara Anne And Others

Correlated Curriculum Program: An Experimental Program, English Level 1. Project No. 10006.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Mar 70

Note—24p.; For related document, see CE 002 087

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Career Education, Communication Skills, Curriculum Guides, English Curriculum, English Programs, Instructional Aids, Integrated Activities, \*Interdisciplinary Approach, Job Skills, \*Language Arts, Language Skills, Learning Activities, \*Secondary Grades, Simulation, \*Teaching Guides, \*Vocational Education

Identifiers—Correlated Curriculum Program

The English teacher's guide provides learning activities for students enrolled in an interdisciplinary Business Careers course. The purpose is to provide students with an opportunity to acquire a realistic understanding of the training needed to prepare for careers in business and to become aware of their own interests and abilities as a means of making a satisfying career choice. The activities help the students explore the relationship between language skills and success in business careers, develop an understanding of communication skills necessary for efficient functioning in the world of business, improve their proficiency in language skills, and practice those skills uniquely needed for specific business careers. Activities are provided in various simulated job situations related to six occupational areas: working in a store, in an office, in a warehouse, in a transporting company, in a service industry, and working for the government. (Author/AJ)

**ED 096 477** CE 002 089  
**Math. [A Sample Guide for Integrating Career Education into Math].**  
 Pottawattamie County School System, Council Bluffs, Iowa.  
 Pub Date [72]  
 Note—30p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Career Education, Classroom Materials, Enrichment Activities, Instructional Materials, Mathematics, \*Mathematics Materials, Resource Materials, \*Teacher Developed Materials

This set of mathematics instructional materials are examples of how a teacher can integrate career education into math. Six topics related to the career education concept are featured. "Sample Math Problems" was written for a class studying about jobs in a bakery, and the problems are ones that would be encountered in a bakery. "Careers as Related to Math" is a sample of how career education can be effectively correlated and integrated into math texts (Elementary School Mathematics published by Addison-Wesley) for grades 4, 5, and 6. Occupations requiring high school or college education and/or on-the-job training are listed, and the concepts required for most math-related occupations are itemized. Other materials include an outline of concepts and enrichment materials to be used along with the Addison-Wesley textbook. "Using Math in a Department Store" is a sample lesson where the students not only learn basic questions with fractions, but they also learn that these skills are necessary to work in a department store. "Bricklayers Use Multiplication" cites four multiplication work problems. "A Lube Man Uses Math" gives three job related math problems. "Do You Really Need to Study Math?" is a brief project summary. (BP)

**ED 096 478** CE 002 090  
**Urban Transportation Planning Short Course: Evaluation of Alternative Transportation Systems.**

Federal Highway Administration (DOT), Washington, D.C.  
 Note—37p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Administrative Policy, \*Community Planning, Comparative Analysis, Componential Analysis, Cost Effectiveness, Equipment Evaluation, \*Evaluation, \*Evaluation Criteria, Facility Improvement, Facility Planning, Facility Requirements, Government Publications, Metropolitan Areas, \*Planning, Planning Commissions, Policy Formation, Public Policy, Site Analysis, \*Transportation, Urban Environment Identifiers—\*Transportation Systems Analysis

This urban transportation pamphlet delves into the roles of policy groups and technical staffs in evaluating alternative transportation plans, evaluation criteria, systems to evaluate, and evaluation procedures. The introduction admits the importance of subjective, but informed, judgment as an effective tool in weighing alternative transportation plans, together with evaluation of roles, procedures, goals, costs, employment, land utilization, the tax base, accessibility, and social considerations. The environment is stressed throughout the pamphlet. "Out of this vast collection of data must emerge those items of data necessary for a group of normally nontechnical, policy-oriented individuals to render intelligent judgments concerning the relative merits of plan alternatives," states the conclusion. Charts, graphs, and tables are liberally used. (NH)

**ED 096 479** CE 002 091  
**Guidelines on Discrimination Because of Sex.**  
 Equal Employment Opportunity Commission, Washington, D.C.  
 Pub Date 31 Mar 72  
 Note—8p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Administrator Guides, Employment Opportunities, Employment Qualifications, \*Equal Opportunities (Jobs), \*Federal Government, Females, \*Guidelines, Job Placement, Males, Occupational Information, \*Personnel Selection, Sex (Characteristics), Sex Differences, \*Sex Discrimination

This brochure presents regulatory guidelines on sex discrimination with sections devoted to:

general principles; sex as a bona fide occupational qualification; separate lines of progression and seniority systems; discrimination against married women; advertising job opportunities; employment agencies; pre-employment inquiries as to sex; the relationship of Title VII to the Equal Pay Act; fringe benefits; and employment policies relating to pregnancy and childbirth. Delineating sex as a bona fide qualification in occupational hiring is a major thrust of the document. Interpreted narrowly, occupational discrimination is manifested by (1) sex labels which tend to deny employment unnecessarily to one sex or another; (2) assumptions on comparative employment characteristics, such as "the turnover rate is higher for women than men"; (3) stereotyped sex characterizations (i.e., "men are less able to assemble intricate equipment"); and (4) preferences of coworkers, employers, clients, or customers. Authenticity or genuineness—e.g., an actor or actress—will be considered as a bona fide occupational qualification. The brochure revises Title 29, Chapter 14, Part 1604 of the Code of Federal Regulations. (NH)

**ED 096 480** CE 002 092  
**McCollum, Sylvia G.**

**The Potential of New Educational Delivery Systems for Correctional Treatment: A Correctional Education Handbook.**

Bureau of Prisons (Dept. of Justice), Washington, D.C.  
 Pub Date Apr 73  
 Note—59p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Adult Basic Education, \*Adult Education, Behavioral Objectives, Community Resources, \*Correctional Education, \*Educational Administration, Educational Technology, Industrial Education, Instructional Materials, Job Training, Learning Laboratories, \*Models, Motivation, Post Secondary Education, Secondary Education, Teaching Models, Testing, Tutorial Programs, Vocational Education

Educational technology, new materials and methods, and a growing realization that each person learns in an individually unique way has opened up new potentials in correctional education. The delivery of education and training services is very difficult in a prison setting. However, the creative program manager can develop and implement an appropriate delivery system to meet the special needs of the population in a particular institution. Management by specific and measurable objectives, marshalling of internal and external resources, and highly individualized, learner centered, and flexible programming are the essential characteristics of an up-to-date correctional education model. Early and continuing linkages with the real world and intensive assistance during the critical post-release period can reduce the degenerative impact of incarceration. Top level support and commitment to education and training are necessary in order that correctional education may serve the overall mission of any correctional system. (Six appendixes include an inmate data profile, a correctional education model, testing standards, learning center diagram, and Bureau of Prisons educational standards and checklists.) (Author)

**ED 096 481** CE 002 093  
**Guidelines for Teaching: Preschool Assistant, Child Development Center Assistant, Early Childhood Assistant, Preschool Children's Assistant.**

Washington State Coordinating Council for Occupational Education, Olympia.  
 Pub Date 72  
 Note—41p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Child Care Occupations, Child Development, Course Content, \*Early Childhood Education, Educational Equipment, Educational Facilities, Food, Learning Activities, Learning Experience, Occupational Information, Paraprofessional School Personnel, \*Preschool Education, Resource Materials, \*Teacher Aides, \*Teacher Education, Units of Study (Subject Fields)  
 Identifiers—Washington

The teaching guidelines, presented as working papers, are related to the training of preschool assistants, child development center assistants, early childhood assistants, and preschool chil-

dren's assistants. Content, learning experiences, and resources included are based on an analysis of tasks that workers perform in working with young children. Teaching units deal with child development background, learning experiences for young children, routine activities, food, equipment and facilities, emergency procedures, and an orientation to the career aspects of child care occupations (employee qualities and opportunities, obtaining a job, and job ethics). Each unit categorizes unit objectives, knowledge level, learning experiences, and resources for learning. Additional references of books, pamphlets/bulletins, and films/filmstrips are included in the appendix. (EA)

**ED 096 482** CE 002 094  
**Harris, Charles A., Comp.**

**Suggested Activities for Relating Basic School Subjects to Future Careers (Grades 6-8).**

New Orleans Public Schools, La.  
 Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Academic Achievement, \*Academic Education, \*Career Education, \*Class Activities, Educational Background, Grade 6, Grade 7, Grade 8, \*Middle Schools, \*Occupational Information, Vocational Development Identifiers—Louisiana, New Orleans Parish

The outline lists 14 career education activities that middle school teachers (grades 6-8) can relate to subject areas of: science, mathematics, English, social studies, foreign language, art, home economics, music, and industrial arts. Educational requirements are described for various occupations; occupations also are listed under appropriate subject areas. Activities include: role playing, field trips, audiovisual aids, interviewing, panel discussions, job applications, career notebooks, and hobby displays. (EA)

**ED 096 483** CE 002 095  
**Health Occupations Education Program Development Guide No. 5: Dental Assisting.**

New York State Education Dept., Albany. Div. of Occupational Education Instruction.  
 Pub Date Jan 72  
 Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Course Content, Curriculum, \*Dental Assistants, Equipment, \*Health Occupations Education, \*Program Development, Skill Development, Supplies Identifiers—New York State

The bulletin, which is part of the New York State "Health Occupations Education Program Development Guide Series," focuses on the dental assisting program. The curriculum is designed to provide training for dental assistants in their assistant role at chairside, in the dental operatory and laboratory, and in the dental office and reception area. A seven-part curriculum outline covers: introduction to dental assisting, office management, basic bio-dental sciences, dental operatory procedures, dental laboratory procedures, dental radiography, and supervised clinical experience. Work center and general equipment needs are discussed, and a list of equipment, and supply guidelines developed at the national level also is included. (EA)

**ED 096 484** CE 002 096  
**Career Focus in Social Studies. Supplement.**

Cartwright Elementary School District 83, Phoenix, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.  
 Note—183p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors**—Attitudes, \*Career Education, Class Activities, Decision Making, Developmental Guidance, Economic Education, Educational Objectives, Instructional Materials, Intermediate Grades, Job Skills, Junior High School Students, Primary Grades, Skills, \*Social Studies, Special Education, \*Units of Study (Subject Fields), Values Identifiers—Arizona, Career Awareness

The supplement, a product of an elementary school district career education workshop, has been designed to assist the classroom teacher in integrating career education into the social studies curriculum. Focus is on eight future-oriented elements or themes that promote developmental

growth, interaction, and decision-making skills: career awareness, self-awareness, appreciations/attitudes, decision-making skills, economic awareness, skill awareness and beginning competency, employability skills, and educational awareness. An analysis of the eight career education themes includes: (1) knowledge children might need, (2) related feelings and values, and (3) related experiences. Numerous suggestions are included for teaching the various career education themes. A section on instructional materials describes materials available at the local district instructional material center as well as other related materials. More than three-fourths of the document consists of various teaching units designed for primary, intermediate, junior high school, and special education classes. Individual units provide: a career goal statement, unit description, teacher and pupil activities, resources, and evaluation. (EA)

ED 096 485

CE 002 097

Pinson, Nancy

Sample Products, Tests, Materials Utilized in Middle School/Junior High Component of the Maryland Career Development Project.

Maryland State Dept. of Education, Baltimore.

Pub Date 71

Note—84p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—\*Career Education, Career Planning, Careers, \*Educational Research, Employment Opportunities, Employment Potential, Home Economics Education, Industrial Arts, Interdisciplinary Approach, Questionnaires, \*Resource Materials, Secondary Education, Summer Workshops, \*Teacher Developed Materials, \*Teacher Workshops, Vocational Education, Workshops

Identifiers—\*Maryland

This document is a collection of forms, questionnaires, materials, and reports from two summer workshops attended by 50 educators and counselors at the University of Maryland. Career exploration questionnaires, progress reports on 13 career exploration workshops, career exploration 1971 goals and objectives, resource materials, and a team research form are followed by the document's major section: Each of four worlds—the human world, technological world, aesthetic world, and natural world—is related to classroom activities (e.g., have a State trooper visit the classroom) and to potential careers (policeman, crossing guard, security guard, etc.). A career exploration plan (to change attitudes toward work), career education in home economics and in industrial arts, and a high school career exploration workshop follow. (NH)

ED 096 486

CE 002 098

Basic Course in Highway Traffic Records. Instructor's Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-820-295

Pub Date May 74

Note—260p.; For the student guide see CE 002 099

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5003-00166, \$2.80)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—\*Course Content, Course Objectives, \*Curriculum Guides, \*Data Collection, \*Recordkeeping, Safety Education, State Programs, Traffic Accidents, Traffic Regulations, Traffic Safety, \*Transportation, Units of Study (Subject Fields)

Identifiers—\*Traffic Records

The scope and content of this traffic records course are outlined in a chart (Course Structure) and tabulation (Overview of Course Content). General course objectives follow the overview. These define for the instructor the broad objectives, module by module, which the course is designed to reach. The last part of this section gives a detailed picture of the course content, again module by module. The 12 modules (traffic records in perspective, concepts of an integrated traffic records system, crash data subsystem, driver data subsystem, vehicle data subsystem, roadway data subsystem, emergency services data subsystem, traffic law enforcement and adjudication data subsystem, educational services data subsystem, safety program management data

subsystem, evaluative research in the highway safety program, and recapitulation and conclusion) are explained fully in regard to time, objectives, references used, facilities and equipment needed, classroom and study aids. A lengthy topic outline and teaching procedures for each of the 12 modules concludes the document. Appended are 24 pages of classroom aids. (BP)

ED 096 487

CE 002 099

Basic Course in Highway Traffic Records. Student Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-820-296

Pub Date May 74

Note—112p.; For the instructor's guide see CE 002 098

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5003-00168, \$1.55)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—\*Data Collection, \*Recordkeeping, Safety Education, State Programs, \*Study Guides, Traffic Accidents, Traffic Regulations, Traffic Safety, \*Transportation, Units of Study (Subject Fields)

Identifiers—\*Traffic Records

This course in Traffic Records will introduce the student to the basic concepts of an integrated State Traffic Records System. The course is built around the Design Manual for State Traffic Records Systems. The pertinent parts of the design manual have not been reproduced with this study guide but are referenced in the introductory pages for each of the training modules. The course consists of 12 modules, each self-contained but each building on the other. Modules 1 and 2 introduce the student to the basic concepts, the next eight modules provide the student with an opportunity to explore the various important aspects of State traffic records. In Module 11 the student is given an introduction to the techniques of evaluative research, and in Module 12 the material covered is reviewed. (Author/BP)

ED 096 488

CE 002 100

Precision Machining and Technology; Machine Shop Work—Advanced: 9557.04.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—25p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Behavioral Objectives, \*Curriculum Guides, Hydraulics, \*Industrial Education, \*Machine Tools, Numerical Control, Secondary Grades, \*Shop Curriculum, Skill Development, Technical Education, Welding

Identifiers—\*Quinquimester Program

The course outline has been prepared as a guide to assist the instructor in systematically planning and presenting a variety of meaningful lessons to facilitate the necessary training for the machine shop student. The material is designed to enable the student to learn the manipulative skills and related knowledge necessary to understand the jig borer or bridgeport mill and welding equipment and their operations in a safe and productive manner; also to understand hydraulics and numerical control, and to become aware of employment opportunities. Prior to entry into this course, the student must display a mastery of the skills indicated in Metals and Alloys. This is the fourth Quinquimester course of the second year, consisting of six blocks of instruction subdivided into several units each. This course is 135 hours in length. A bibliography and three posttests are appended to the outline. Specific objectives are provided for each unit. (Author/AJ)

ED 096 489

CE 002 101

Metals and Alloys; Machine Shop Work 3: 9557.03.

Dade County Public Schools, Miami, Fla.

Pub Date Apr 73

Note—29p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Behavioral Objectives, \*Curriculum Guides, \*Industrial Education, Machine Tools, \*Metallurgy, Secondary Grades, \*Shop Cur-

riculum, Skill Development, Technical Education

Identifiers—\*Quinquimester Program

The course outline has been prepared as a guide to assist the instructor in systematically planning and presenting a variety of meaningful lessons to facilitate the necessary training for the machine shop student. The materials are designed to enable the student to learn the manipulative skills and related knowledge necessary to understand composition of metals and alloys, basic metallurgy, surface texture, cutting actions of metal, and heat treatment of steel. Prior to entry to this course, the student must display a mastery of the skills indicated in "Abrasive and Grinding Machines." This is the third Quinquimester course of the second year, consisting of five blocks of instruction subdivided into several units each. This course is 135 hours in length. By satisfactorily completing this course, the student can advance to the next course in the series needed to obtain the skills and technology of the machinery trades. Posttests and a bibliography are appended. (Author/AJ)

ED 096 490

CE 002 102

Metalworking Lathe; Machine Shop Work—Intermediate: 9555.03.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—25p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Behavioral Objectives, \*Curriculum Guides, \*Industrial Education, \*Machine Tools, Secondary Grades, \*Shop Curriculum, Skill Development, Technical Education

Identifiers—\*Quinquimester Program

The course outline has been prepared as a guide to assist the instructor to plan systematically and to present meaningful lessons to provide the training needed by the machine shop student. This is the third course of instruction in a series of machine shop work courses. The six blocks of instruction contained in this outline are designed to enable the student to obtain the manipulative skills and related knowledge necessary to understand and use correctly the metalworking lathe and its accessories in a safe and productive manner. The student must complete the second course, "Bench Work and Support Occupations," before entering this course, which consists of 135 clock hours. A posttest and bibliography are appended. Specific objectives are provided for each instructional block. (Author/AJ)

ED 096 491

CE 002 103

Abrasive and Grinding Machines; Machine Shop Work—Advanced: 9557.02.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—27p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Behavioral Objectives, \*Curriculum Guides, \*Industrial Education, \*Machine Tools, Secondary Grades, \*Shop Curriculum, Skill Development, Technical Education

Identifiers—\*Quinquimester Program

The course outline has been prepared as a guide to assist the instructor in systematically planning and presenting a variety of meaningful lessons to facilitate the necessary training for the machine shop student. The material contained in the outline is designed to enable the student to learn the manipulative skills and related knowledge necessary to understand and use correctly abrasives, grinding wheels, and precision grinding machines safely and productively. Prior to entry into this course, the student must display a mastery of the skills outlined in "Basic Machine Shop Mathematics." This is the second Quinquimester course of the second year, consisting of three blocks of instruction, which are subdivided into several units each. The course is 135 hours in length. A posttest and a bibliography are appended; specific objectives are provided for each instructional block. (Author/AJ)

ED 096 492

CE 002 104

Basic Machine Shop—Mathematics; Machine Shop Work—Advanced: 9557.01.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—22p.; An Authorized Course of Instruction for the Quinquimester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Curriculum Guides, \*Industrial Education, Mathematical Applications, Mathematics, Secondary Grades, \*Shop Curriculum, \*Trigonometry  
Identifiers—\*Quinnesterm Program

The course outline has been prepared as a guide to assist the student in becoming proficient in trigonometric functions. This aids a machinist in making a complicated set-up so that he can perform a precision machine operation. The guide helps the instructor concentrate on the specific review that will be needed. After the review, the student is taught shop trigonometry related to at least one assigned project. Testing and consistent review is necessary to assure understanding. Prior to entry into this course, the student must display a mastery of the skills indicated in Machine Shop Work 2. This is the first Quinnesterm course of the second year, consisting of 135 instructional hours. The outline consists of five blocks of instruction subdivided into several units each. A bibliography and a posttest are appended; specific objectives are provided for each unit. (Author/AJ)

**ED 096 493 CE 002 105**

Severance, Lynn Smith, Judy  
People at Work: Grades 3 and 4. Permanent Guide.

KCTS-TV, Seattle, Wash.

Note—163p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Bibliographies, \*Career Education, \*Concept Teaching, \*Curriculum Guides, Educational Television, Elementary Grades, \*Elementary School Curriculum, Environmental Education, Grade 3, Grade 4, Instructional Aids, Instructional Materials, \*Learning Activities, Lesson Plans, Occupational Information, Social Studies

Identifiers—Career Awareness, Washington

The document is a classroom teacher's guide to a series of 30 television lessons designed to introduce intermediate-grade children in the State of Washington to occupations in 14 fields of vocational work. The guide could be used by teachers who do not have access to the televised series as a framework for career education activities. Two constants relevant to survival (people are dependent on their environment; people are dependent on people) form the basis for the concepts developed in the lessons; the series does not emphasize vocational decision making, but provides the early exposure to the world of work necessary to develop realistic identification with people and needs. Each lesson guide presents the concepts to be developed, the lesson topic, its focus, the location of the television film, and background information. For each lesson, several in- and out-of-classroom activities are suggested. The purpose of each of these activities is given, the necessary materials listed, and the procedure specifically detailed, and illustrated where necessary. Appended to the guide are program music, student and teacher resources, and clusters of occupational models. (AJ)

**ED 096 494 CE 002 118**

King, Jonathan  
Social Inequality and Labor Force Participation. California Univ., Los Angeles. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—PB-231-369

Pub Date Jul 73

Note—247p.; Ph.D. Dissertation, California University, Los Angeles

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231 369, MF-\$1.45, HC-\$6.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Employment Patterns, Labor Force, Occupational Surveys, Socially Disadvantaged, \*Socioeconomic Influences, Socioeconomic Status

The labor force participation rates of whites, blacks, and Spanish-Americans, grouped by sex, are explained in a linear regression model fitted with 1970 U. S. Census data on Standard Metropolitan Statistical Area (SMSA). The explanatory variables are: average age, average years of education, vocational training rate, disability rate, unemployment rate, change in employ-

ment rate, wage rate, average nonlabor income, married rate, proportion of women with young children, wage social inequality, and unemployment social inequality. Wage social inequality is defined as the average wage rate of a specific racial or ethnic group in relation to the overall average wage rate, adjusted for skill differences between the group in question and the overall population. Unemployment social inequality is, analogously, the adjusted relative unemployment rates. (NTIS)

**ED 096 495 CE 002 119**

An Evaluation of the Pilot Accelerated Apprenticeship Project.

Amex Systems, Inc., Lawndale, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.—MEL-74-05; PB-231-440

Pub Date Feb 74

Note—166p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 231 440, MF-\$1.45, HC-\$11.50)

Document Not Available from EDRS.

Descriptors—\*Apprenticeships, Carpenters, \*Demonstration Projects, High School Curriculum, \*Program Effectiveness, \*School Industry Relationship

The study examined a pilot preapprenticeship project which sought to have a school system and a union with the Joint Carpentry Apprenticeship Committee, work with the Bureau of Apprenticeship and Training to develop a training course for high school students which would enable them to enter apprenticeship at an advance stage while at the same time fulfilling high school requirements. The report covers the demonstration program methodology and operations, the experiences of trainees and administrators, and the overall project effectiveness. (NTIS)

**ED 096 496 CE 002 120**

An Evaluation of Newgate and Other Prisoner Education Programs.

Kaplan (Marshall), Gans and Kahn, San Francisco, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—PB-231-483

Pub Date Apr 73

Note—332p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231 483, MF-\$1.45, HC-\$7.50)

Document Not Available from EDRS.

Descriptors—College Role, Correctional Education, \*Corrective Institutions, Cost Effectiveness, \*Education, Models, \*Prisoners, \*Program Effectiveness, Program Evaluation, Program Planning, Rehabilitation, Rehabilitation Programs, \*Universities

Identifiers—Newgate Project, \*Prison College Programs

In a study to determine what impact prison college programs have had and to provide information useful to policy decisions, an evaluation, findings, and conclusions are presented for the Newgate and four other programs. An evaluation is made of post prison careers utilizing recidivism, "making it", and "doing good" as a measure. Also presented are a cost benefit analysis, a model program (issues and recommended resolution), and case studies of the nine programs in the sample. (NTIS)

**ED 096 497 CE 002 121**

Anderson, Miles H.

Clinical Instructor Training Program. Trainer's Manual. Revised Edition.

California Univ., Los Angeles. Div. of Vocational Education; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 70

Note—107p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Course Content, Demonstrations (Educational), \*Health Personnel, Individualized Instruction, Instructional Materials, Job Analysis, Manuals, Teacher Education, \*Teacher Improvement, \*Teachers, \*Teaching Guides, \*Teaching Methods, Teaching Techniques, Trainers

The manual is a guide for trainers who will be leading classes (10-12 hours) in techniques of

teaching for clinical instructors in the allied health professions. An adaptation of the Training Within Industry "Job Instructor Training" manual, it is designed to assist instructors to teach in an organized, efficient manner. Preliminary class arrangements are discussed, both administrative and physical. The first session consists of demonstrations of faulty and correct instruction. Session 2 progresses to steps in making a job breakdown, making a course outline, and coverage of equipment, materials, and supplies. Session 3 covers tools of instruction and conducting practice instruction demonstrations. This is followed by a session on basic science and technical information and a continuation of practice instruction. Session 5 consists of additional practice demonstrations and a concluding course summary. (EA)

**ED 096 498 CE 002 122**

Freeland, Thomas E. Goldsmith, Katherine L.

Respiratory Care/Inhalation Therapy Occupations: Task Analysis Da.a. UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.—BR-8-0627

Pub Date Oct 71

Grant—OEG-0-8-080627-4672

Note—100p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Health Occupations, Health Occupations Education, \*Inhalation Therapists, Job Skills, \*National Surveys, \*Occupational Information, Occupational Surveys, Paramedical Occupations, \*Task Analysis, Task Performance

This study's objectives were to explore and analyze task interrelationships among department personnel; determine what specific tasks are currently performed in inhalation therapy/respiratory care departments; propose a series of appropriate tasks for occupational titles; and report future plans of the AHPP in the area of study. Contents include the study procedures, a sample survey, data analysis, results, conclusions, and implications. Fifty pages of appendices include the health care facilities surveyed, tasks involved in maintenance functions, a respiratory care survey and task list, background information, percentage of respondents, and mean scores for administrative and supervisory tasks. Major findings and implications were: (1) there is no major quantitative differentiation between job title and the set of tasks an individual may perform; (2) no evidence of a career ladder was observed within the occupational field; (3) most daily activities of inhalation therapy/respiratory care personnel center on therapeutic tasks; (4) a specific set of tasks is proposed for each group of employees identified in the survey; and (5) education and training programs should be structured so each higher level incorporates all preceding levels. (NH)

**ED 096 499 95 CE 002 123**

Cullen, Thomas D. And Others

Engineering Maintenance. Occupational Analysis. UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.—BR-8-0627

Pub Date Sep 71

Grant—OEG-0-8-080627-4672(085)

Note—114p.; Some pages may be marginally legible

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Health Facilities, \*Health Occupations, Health Personnel, Hospitals, \*Job Analysis, Job Training, \*Maintenance, \*National Surveys, Questionnaires, Skilled Workers, Superintendents, Tables (Data), \*Task Analysis

Identifiers—Hospital Maintenance

The report has described the results of a questionnaire survey covering task performance in the occupational area of hospital engineering and maintenance and the implications for curriculum development in personnel training. Survey respondents were selected from among personnel of 48 health care facilities in six cities, representing various sized hospitals and extended

care facilities. The questionnaire consisted of a task list of 386 possible tasks that might be performed in hospital maintenance departments and was tested in a presurvey among maintenance department personnel at hospitals in the Los Angeles area. The national survey indicated that differentiations of tasks performed by maintenance personnel can be made among occupational titles and categories. A clear division of labor existed between maintenance superintendents and maintenance workers, even in small facilities with few workers. Classification of personnel not administrative or craft specializing fell into three categories: mechanical, building, and general maintenance. Curricula for superintendents need to be management related and to include knowledge and skills necessary for task supervision. All maintenance workers need training in a common core of tasks with additional training to qualify in one of the three maintenance categories. (EA)

**ED 096 500** CE 002 124

Gosman, Minna L. Krishnamurthy, G. B.  
Hospital Food Service Department: Occupational Analysis. UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.—BR-8-0627

Pub Date Sep 71

Grant—OEG-0-8-080627-4672

Note—95p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Food Service, \*Food Service Occupations, \*Health Facilities, \*National Surveys, \*Occupational Information, \*Task Analysis, Task Performance

The objectives of this study were to: (1) compile a comprehensive inventory of tasks which make up the food service function in health facilities; (2) analyze which of the tasks are currently being performed by various levels of personnel working in the food service department; (3) determine curriculum components to satisfy the training needs required by various levels of personnel to perform tasks in the department; and (4) ascertain a pattern for upward career mobility in the development of a curriculum. The survey responses are tabulated and discussed in detail, and indicate that there is considerable overlapping of tasks by various occupational levels in the food service department; designation of tasks by an expert panel to a specific category of worker was frequently found to be at variance with actual practice; many tasks were rated higher in difficulty by the panel than by personnel performing the task; and no discernible relationship was revealed between criticality, difficulty, and technical knowledge. The appendices include a six-page task inventory, the survey questionnaire, and suggested instructional units for progression. (NH)

**ED 096 501** CE 002 125

Brietzke, Charles J., Jr. Ferrara, Michael  
An Attitudinal Analysis of Air Force Race Relations Training.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—AD-777-257; SLSR-10-74A

Pub Date Jan 74

Note—88p.; Master's Thesis

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-777 257, MF-\$1.45, HC-\$7.50)

Document Not Available from EDRS.

Descriptors—Caucasians, Changing Attitudes, Enlisted Men, Masters Theses, Military Training, Negroes, Officer Personnel, \*Race Relations, \*Racial Attitudes

The training which is the subject of this thesis is the 18-hour course of instruction which is required, on an annual basis, for all Air Force military personnel. An attitude questionnaire was used to determine racial attitude indexes of subjects who had just completed the training and of a control group who had not been exposed to the course. Only blacks and whites were compared in attitudinal tendencies, and the only other division was between commissioned officers and enlisted personnel. Overall results of the study indicated a slightly positive difference in racial attitude on the part of the persons who attended the training. (NTIS)

**ED 096 502** CE 002 126

Browning, Robert F. And Others  
Training Analysis of P-3 Replacement Pilot Training.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—AD-777-428; TAEG-5

Pub Date 72

Note—168p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-777 428, MF-\$1.45, HC-\$5.00)

Document Not Available from EDRS.

Descriptors—\*Aircraft Pilots, Cost Effectiveness, \*Flight Training, \*Program Evaluation, \*Simulators, Teaching Methods, Training Techniques, Transfer of Training

The report covers an evaluation of current P-3 pilot training programs at the replacement squadron level. It contains detailed discussions concerning training hardware and software that have been supplied. A detailed examination is made of the curriculum and the simulation capabilities and utilization of P-3 operational flight trainers. Concurrent with the evaluation, a survey of airline pilot training practices was undertaken to determine the potential applicability of air carrier training techniques to P-3 pilot training. Special emphasis was given to the use of sophisticated flight simulators in pilot training applications. (NTIS)

**ED 096 503** CE 002 127

Brecke, Fritz H. Gerlach, Vernon S.  
Cues, Feedback, and Transfer in Undergraduate Pilot Training.

Arizona State Univ., Tempe. Instructional Resources Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AD-777-279; AFOSR-TR-73-2331

Pub Date 16 Oct 73

Note—40p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-777 279, MF-\$1.45, HC-\$5.00)

Document Not Available from EDRS.

Descriptors—Aircraft Pilots, Algorithms, \*Cues, Data Processing, \*Feedback, \*Flight Training, \*Teaching Methods, \*Transfer of Training

On the basis of analytical and observational work during Phase I of this project, an experiment was developed to test the effects of systematic variations in the level of the independent variable "instructional cue" (I.C.). The first phase of the research consisted of the development of a precise operational definition of the variable. This was necessary in order to permit analysis of existing instruction in terms of the variable. Parallel to this activity was the development of a semi-algorithmic design of new instruction with definable levels of the variable. These activities resulted in the definition of three levels of cues and two modes of instructional presentation/delivery to be tested in nine different combinations. Instrumentation for conduct of studies in this field was a major accomplishment. (NTIS)

**ED 096 504** CE 002 128

Even, Brenda B., Ed.  
Career Education Activities: A Counselor's Handbook.

Arizona Univ., Tucson.

Pub Date 74

Note—239p.; A related piece, "Career Education Matrix," is not included due to non-reproducibility of document

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

Descriptors—\*Career Education, Class Activities, Counseling Goals, \*Counselor Role, \*Curriculum Guides, \*Enrichment Activities, Guidance, Guidance Objectives, Instructional Materials, \*Secondary Grades, Vocational Development

Developed by 33 secondary counselors and project staff members of the Pima County Developmental Career Guidance Project, the handbook outlines the counselor-consultant role and details activities for implementing this role. This counselor based model places the focus on personnel trained in guidance and counseling. Junior and senior high school goal statements are outlined according to the elements of career education. Individual activities have been arranged according to outcome (self-awareness, educational and career awareness, economic awareness, decision making, salable skills, and appreciation

and attitudes) and subject area (business education, English, foreign language, industrial education, home economics, mathematics, physical education, reading, science, social studies, and special activities). Purpose, materials, procedure, evaluation, and additional suggestions are discussed for each activity. Additional aids are incorporated in part 3. "The Evaluation of the Counselor-Consultant Role." Included are sample feedback surveys and tabulation devices. Part 4, the appendices, provides additional instructional materials, a list of reference materials, and a section of footnotes. (MW)

**ED 096 505** CE 002 131

Joullian, Philip D. Wilmoth, Harrington L.  
A Study into the Feasibility of Incorporating the AECF [Airman Education and Commissioning Program] into the AFROTC [Air Force Reserve Officer Training Corps] Program.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—AD-777-250; SLSR-27-74A

Pub Date Jan 74

Note—107p.; Master's Thesis

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-777 250, MF-\$1.45; HC-\$8.25)

Document Not Available from EDRS.

Descriptors—Armed Forces, Attitudes, \*Cost Effectiveness, Data Analysis, \*Educational Programs, Feasibility Studies, Legal Problems, Masters Theses, Military Personnel, \*Military Training, \*Officer Personnel, \*Program Coordination, Questionnaires, Training

The thesis discusses the desirability/feasibility of incorporating the Airman Education and Commissioning Program (AECF) into the Air Force Reserve Officer Training Corps (AFROTC) program. As background, a brief history of the AECF and AFROTC is presented. The thesis discusses the cost factors associated with the present commissioning procedures and provides an analysis of what might be expected under a combined program. An analysis of AECF personnel reaction to a joint program is also provided. Lastly, the thesis discusses the legal implications of any proposed program merger. (NTIS)

**ED 096 506** CE 002 132

Clarke, Richard L. Pesenti, Peter T.  
Job Enrichment: Possible Criteria for Application in Air Force Organizations.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—AD-777-245; SLSR-25-74A

Pub Date Jan 74

Note—123p.; Master's Thesis

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-777 245, MF-\$1.45, HC-\$9.25)

Document Not Available from EDRS.

Descriptors—Data Analysis, \*Job Satisfaction, Masters Theses, \*Military Personnel, Morale, \*Motivation, Occupational Surveys, \*Personnel Data, Personnel Evaluation, Supervisors, \*Work Attitudes

Identifiers—\*Job Enrichment

The basic problem addressed by this thesis was the identification of specific criteria for determining the applicability of a job enrichment program in a specific career area. Identifying criteria involved the intrinsic and extrinsic aspects of a job, which act as determiners of job satisfaction or dissatisfaction. Survey data were obtained using a job description index (JDI) which measured job satisfaction on five job dimensions: work, supervision, pay, promotions, and coworkers. The JDI was administered to a random sample of 625 item managers at the five Air Force Logistics Command air materiel areas. Analysis of data revealed that 26 percent of the item managers surveyed were dissatisfied with their job. The most dissatisfying job dimensions were promotions, followed by the work itself. From these results the authors concluded that a job enrichment program may be of benefit in selected organizations. In summary the authors have developed a methodology for assessing worker attitudes prior to the application of a motivational technique. The key element of the methodology is the empirically-based determination of the source or sources of job dissatisfaction. (NTIS)

**ED 096 507** CE 002 133

Wulfeck, J. W.  
Transfer of Training from Predictor to Conventional Displays. Interim Report.

Air Force Office of Scientific Research, Arlington, Va.; Dunlap and Associates, Inc., Inglewood, Calif. Western Div.  
Report No—AD-777-171; AFOSR-TR-73-2330  
Pub Date Oct 73  
Note—22p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-777 171, MF-\$1.45, HC-\$4.25)

#### Document Not Available from EDRS.

Descriptors—Display Systems, Eye Hand Coordination, \*Flight Training, Man Machine Systems, \*Simulators, Skill Development, \*Task Analysis, Task Performance, Teaching Techniques, \*Tracking, \*Transfer of Training  
Identifiers—\*Predictor Displays

Use of a predictor display has been shown to virtually transform the difficulty of a variety of complex, manual control pursuit tracking tasks to the level of those having relatively simple control requirements. With 15-minutes practice, naive operators are able to perform some complex tasks with a predictor display at accuracy levels previously achievable only after extensive training without a predictor display. The purpose of the present program is to explore adaptive use of a predictor display to promote rapid and accurate learning on conventional tracking tasks. (NTIS)

ED 096 508 CE 002 136

Calkins, Ronald R.

Effect of Instructor Uniform (Army, Navy, Air Force, Civilian) on Learning and Perception of Basic Airmen Taught Through the Medium of Television.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No—AD-776-782; AU-AFIT-SL-1-74

Pub Date Mar 74

Note—177p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-776 782, MF-\$1.45, HC-\$12.00)

#### Document Not Available from EDRS.

Descriptors—\*Educational Assessment, Educational Television, Effective Teaching, \*Learning, Military Training, \*Reactive Behavior, \*Student Attitudes, Student Reaction, Student Teacher Relationship, \*Television Teachers, Visual Learning  
Identifiers—\*Uniforms

The objective was to determine (for neutral topic material) whether learning and attitude of basic airmen would be affected by using instructors from different branches of Department of Defense Services teaching through the medium of television. Instructor uniform created no differences in learning or attitude when students were taught a neutral subject through the medium of television. The model may be useful for attempting to discover dissonant producing situations that affect attitude and cognitive learning. (NTIS)

ED 096 509 CE 002 137

Phelps, William R.

Characteristics of the Culturally Different Client: A Guide for the Rehabilitation Counselor. Final Report.

West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Report No—PB-230-486

Pub Date 1 Apr 74

Note—14p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-230 486, MF-\$1.45, HC-\$4.00)

#### Document Not Available from EDRS.

Descriptors—Communication Problems, \*Counselor Acceptance, \*Counselor Attitudes, Counselor Characteristics, Cultural Awareness, \*Cultural Differences, Culturally Disadvantaged, Economically Disadvantaged, Language Handicaps, \*Rehabilitation Counseling, Self Concept, Sociocultural Patterns, \*Socioeconomic Status, Welfare Recipients

The material focuses on the following areas: definition and purpose, some of the more common characteristics of the culturally different, counselor attitudes in serving the culturally different, counselor's knowledge of client's background, communication in the counseling relationship, and client attitudes toward helping services. Some characteristics identified are deficient experiential background, language problems, learning problems, reception difficulties, motivation, and self-concept deficits. (NTIS)

ED 096 510 CE 002 138

Mundy, Ray A. Spychalski, John C.

Managerial Resources and Personnel Practices in Urban Mass Transportation.

Pennsylvania State Univ., University Park. Pennsylvania Transportation and Traffic Safety Center.

Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.

Report No—PB-231-433

Pub Date Nov 73

Note—321p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231 433, MF-\$1.45, HC-\$7.25)

#### Document Not Available from EDRS.

Descriptors—Administrative Personnel, \*Evaluation, Management Development, Management Education, \*Management Systems, Manpower Utilization, Operations Research, \*Personnel Policy, Policy Formation, Questionnaires, Training Techniques, \*Transportation, \*Urban Areas

Identifiers—Manpower Research, \*Mass Transit Industry

The primary purpose of this project was to identify and evaluate policies, practices, and other conditions relating to the supply of managerial personnel in the urban mass transit industry. The study, conducted during 1972-1973, sought to provide information concerning the following: an inventory of management, technical, and supervisory personnel in the industry; a current profile of management and technical personnel; a summary of personnel practices and training methods now being used in the industry; an assessment of manpower demand and supply in the industry by administrative levels; and a review of the roles of the Urban Mass Transportation Administration (UMTA), universities, and the industry in improving the training of personnel in the transit industry with respect to training methods, course contents, level of support for trainees and related matters. Questionnaires supplemented by personal interviews with transit property officials were used to obtain data. Little formal organization and planning concerning the development and utilization of human managerial resources were found to exist. Urgent action is needed to prevent deterioration of the industry's management structure. (NTIS/MW)

ED 096 511 CE 002 141

Nystrom, Dennis C.

Occupation and Career Education Legislation.

Pub Date 73

Note—66p.

Available from—Howard W. Sams and Co., Inc., 4300 W. 62nd Street, Indianapolis, Indiana 46268 (\$2.95)

#### Document Not Available from EDRS.

Descriptors—\*Career Education, \*Educational Legislation, \*Federal Legislation, \*Legislation, State Legislation, \*Vocational Education

Suitable for self-study or classroom instruction, this small volume treats the study of occupational legislation as both a cognitive and affective process; and it provides readers with the skills necessary to interpret cultural and social events in a context which allows predictions about future legislative enactments and their outcomes. Chapters contain a self-study model; factors affecting legislation; early legislation; the foundations of occupational education (from the Morrill Act of 1862 to the Fishery Amendment, George Borden Act of 1956); descriptions and analyses of later educational acts (including the National Defense Education Act, 1958 and 1961; the Higher Education Facilities Act, 1963; the Elementary and Secondary Education Act, 1965; the Higher Education Act, 1965; and the Education Professions Development Act, 1967); the Vocational Education Act, 1963 and its 1968 Amendments; the Area Redevelopment Act, 1961, the Economic Opportunity Act, 1964, and the Employment and Manpower Act; and the Education Amendments of 1972, concerning community colleges and vocational education. The concluding chapter describes "how to make that educated guess" about the future trends of legislation. (NH)

ED 096 512 95 CE 002 142

Rehmann, Arnold

Legal Issues in Experience Based Career Education.

Aries Corp., Minneapolis, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 1 May 74

Contract—OEC-0-72-5240

Note—145p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

#### POSTAGE

Descriptors—\*Career Education, \*Demonstration Programs, Educational Policy, Federal Legislation, Financial Support, Labor Legislation, Labor Problems, Legal Problems, \*Models, Physical Facilities, Program Development, State Legislation, \*Student Employment, Student Records, Student Responsibility, Work Study Programs

Identifiers—\*Employer Based Career Education

The report of first-year problems and potential solutions, based on a study of legal issues which arose in the development of employer based career education (EBCE) programs, is presented as a working draft from which certain policy questions and priority issues may be delineated. Federal statutes and the statutes of Pennsylvania, West Virginia, California and Oregon, where EBCE programs are in operation, were researched, and issues are confined to only those of reasonable importance to current projects. Five chapters examine public versus private school sponsorship; financing; forming a career education program (compulsory education, licensing and accreditation, curriculum requirements, course requirements and choices, students' rights and responsibilities, student protection, employer liability, transportation, teacher certification and responsibilities); labor issues in EBCE programs—the student's status on an employer site; experiences with legal issues of current EBCE programs (including organization patterns, workman's compensation, student reimbursement, child labor laws, curriculum, physical facilities, school lunch, and student records. A summary and conclusions are presented in chapter 6. A summary of compulsory attendance regulations and the Far West Laboratory Agreement with Oakland Schools are appended. (NH)

ED 096 513 88 CE 002 143

Guidelines for the Planning Year. Project Trident. Lincoln Community High School, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Behavioral Objectives, Career Choice, \*Career Education, \*Curriculum Development, Educational Planning, Individual Development, \*Occupational Guidance, \*Pilot Projects, Program Development, \*Secondary Grades, Unit Plan

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project Trident

A major goal of education should be to prepare every young person leaving school to enter higher education or to enter useful and rewarding work. This is the goal of Project Trident, a comprehensive career education program being developed at Lincoln Community High School, Illinois. The project, in its planning year, is directed toward secondary level instruction and was designed in response to student and adult questionnaires. It emphasizes occupational counseling, a wide range of career choices, student self-direction, and flexibility of entry at various program stages. Behavioral objectives are identified in three Career Education Modules (CEMs) and are planned for the greatest degree of flexibility. CEM-1 provides career education information through a three-week core of activities offered at the beginning of each semester using formal presentations and mini courses. CEM-2 provides career education experiences through classroom units in the academic classrooms throughout the year. CEM-3 provides career education experiences through an individualized self-instructional approach. Two final chapters discuss materials and aids and student movement through the career education program. (MW)

ED 096 514 95 CE 002 144

Sharer, Betty And Others

Career Planning Program: Secondary Level. In-

Service Workshop Career Education.

Omaha Public Schools, Nebr. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Grant—OEG-0-71-4661(361)

Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Career Education, \*Occupational Guidance, Program Development, \*Program Planning, \*Secondary Grades, Tests

The career planning program for the secondary grades outlines basic concepts, general and specific objectives, and methods of implementing and evaluating career programs. A six-item pretest, three-item posttest, four-item teacher evaluation form, and an occupational clusters wheel complete the document. (MW)

**ED 096 515** CE 002 145

Leonard, Patricia M.

Suggested Models of Implementing the Project CAREER Data Bank.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Mar 74

Note—18p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Behavioral Objectives, \*Career Education, Curriculum Development, Curriculum Enrichment, \*Data Bases, \*Handicapped Students, Information Systems, Lesson Plans, Occupational Guidance, Teaching Guides, \*Teaching Models, Vocational Development

Identifiers—\*Project CAREER  
The report offers an overview of Project CAREER and its development of a computerized data bank of occupational behavioral objectives which can be used as curriculum building blocks for a career development process. Although developed for the general population, the data has applicability for the handicapped population via the coding of those behavioral objectives which are considered to be attainable by different disability groups. Instructional information is contained in the three-part statement and four columns of the computer printout, i.e., prerequisites, component tasks, environment, and concepts. The coding establishes guidelines for use of the data with various handicapped populations: visually impaired, hearing impaired, mentally retarded, speech impaired, physically impaired, and emotionally disturbed. Three organizational models are proposed as ways of organizing a career development program: (1) economic environment model, (2) curriculum topic model, and (3) occupational topic model. Either the multicenter or the one-center approach can be used with any of these models which integrate curriculum disciplines and the world of work. The report concludes with a sample commonality lesson plan based on Project CAREER data. (MW)

**ED 096 516** CE 002 146

National Ambulatory Medical Care Survey: Background and Methodology, United States 1967-72. Vital and Health Statistics, Data Evaluation and Methods Research. Series 2, No. 61.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HRA-74-1335

Pub Date Apr 74

Note—85p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.25)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Data Collection, Feasibility Studies, Medical Research, \*Medical Services, \*National Surveys, \*Research Design, \*Research Methodology, Statistical Data, \*Tables (Data)

Identifiers—\*Ambulatory Health Care

The report describes the initial design and the preliminary background exploration, subsequent development, and feasibility testing of methods for conducting a continuing National Ambulatory Medical Care Survey (NAMCS). Selected feasibility study findings are presented to illustrate collected data and suggest kinds of information that may be expected when substantive survey results become available on a continuing national basis. NAMCS was authorized to gather and disseminate statistical information about ambulatory

health care provided by office-based physicians to the population of the United States. Ambulatory health care is defined as health services rendered individuals under their own cognizance, at a time when they are not in a hospital or other health care institution. Thirteen pages of detailed tables present the survey results regarding annual volume (1967-1972) and rates of patient visits for population groups, medical specialty groups, and geographic areas. Quantitative descriptions of visit characteristics include tabulations of patient's problems, reasons for visit, diagnoses, services, treatment, and subsequent disposition. The 40-page appendix presents the data collection forms for the survey and field tests. (AG)

**ED 096 517** CE 002 150

Marital and Family Characteristics of Workers, March 1973.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Aug 73

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Employment, \*Employment Statistics, Females, Housewives, \*Labor Force, Labor Supply, Males, \*Manpower Utilization, Marital Status, Mothers, \*Working Women

This brief report presents and discusses statistics on the marital and family characteristics of workers in 1973 [e.g., nearly 40 million married men and 20 million married women were among the 88 million person labor force, and of the 1.7 million increase in the labor force, three-quarters consisted of married women (34 percent), single men (24 percent), and single women (15 percent)]. Family statistics are reviewed, and tables show employment status of persons 16 years old and over by marital status, sex, and race; labor force participation roles of married women (husband present) by presence and age of children; and employment status of family head and other family members by race. (NH)

**ED 096 518** CE 002 151

Codori, Carol

Career Education for the Dance?

Note—5p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Career Education, Curriculum Development, \*Dance, \*Educational Needs, Elementary Grades, \*Instructional Materials, Intermediate Grades, \*Material Development, Programmed Units

Identifiers—Career Awareness, \*Career Exploration, Occupational Exploration Program

The National Institute of Education's Career Education Program has the potential for building more awareness of dance-as-career, particularly in the school-based project segment. In that segment, the goals of career awareness, exploration, and entry by all youth are addressed through the development of curriculum units and the Occupational Exploration Program. Of the more than 130 units developed, only about 12 touch on the dance and most of these occur in the elementary grades. More potential lies in the Occupational Exploration Program as learning materials are being prepared at the junior high school level. The Arts and Humanities cluster will include components on visual arts, music, drama, literature, and dance. Materials for the dance component are still in the planning stage, but it is hoped that students who become aware of the dance in the elementary level units will be able to explore the dance-as-career in simulation modules at the junior high school level. (Two addresses are provided as sources of further information, and a third is listed as a reception point for suggestions on the general topic of career education for the dance.) (AG)

**ED 096 519** CE 002 152

Jesser, David L.

Career Education in Public Education: Mission, Goals and Methods. Final Report.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008-FR

Pub Date 31 May 74

Grant—OEG-0-73-1369

Note—10p.; For related documents, see CE 002 153-159

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Administrative Organization, Agency Role, \*Career Education, \*Curriculum Development, Educational Programs, \*Program Descriptions, \*Program Development, Projects, State Agencies, \*Statewide Planning

The paper traces the progress of the Career Education Project, funded for a 12-month period in the spring of 1973, and designed to enable the chief state school officers and their respective State education agencies to have ready access to information about career education. It was intended that the project would review and make recommendations concerning: (1) concepts of career education, (2) identification of appropriate elements of career education, (3) development and adaptation of curriculum materials for career education, and (4) methods of State level organization and leadership of career education programs. A series of seven related reports, each dealing with a particular facet of career education was published as part of the project. Topics dealt with include: (1) Career Education: Alive and Well? (2) The Concept of Career Education; (3) Purposes and Goals of Career Education; (4) The Development and Utilization of Curriculum Materials for Career Education; (5) Models, Elements, and Characteristics of Career Education; (6) Career Education and the State Education Agency; and (7) Several Dimensions of Career Education. (MW)

**ED 096 520** CE 002 153

Jesser, David L.

Career Education: Alive and Well?

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008

Pub Date 31 May 74

Grant—OEG-0-73-1369

Note—8p.; For related documents, see CE 002 152-159

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Career Education, \*Curriculum Development, Data Analysis, \*Educational Assessment, \*Educational Legislation, Educational Programs, Federal State Relationship, State Action, State Agencies, State Aid, \*State Departments of Education, State Surveys

A questionnaire, developed in cooperation with the Council of Chief State School Officers (CCSSO) Task Force for Career Education and representatives of several State education agencies, brought together "base-line" information which serves as the basis for the paper. Data given reflects returns from 41 States and territories, a 75 percent sampling, and shows that two-thirds of the respondents indicated higher than midpoint priority for career education. Other topics covered in the report include: (1) action taken by State education agencies to support career education, (2) legislation related to career education, (3) activities of the CCSSO, (4) activities of the U. S. Office of Education, and (5) individual State efforts. Although not intended as an in-depth study, the paper concludes that career education is growing nationally. (MW)

**ED 096 521** CE 002 154

Jesser, David L.

The Concept of Career Education.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008

Pub Date 31 May 74

Grant—OEG-0-73-1369

Note—30p.; For related documents, see CE 002 152-159

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Career Education, Concept Formation, \*Curriculum Development, Definitions, \*Educational Needs, Educational Problems, \*Evaluation, Program Development, \*Review (Reexamination), State Agencies, Vocational Development

Prepared as a part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper reviews the varying definitions of the term "career education" and describes the evolution of the concept, schema,

and models. Evidence of acceptance and support of the career education concept by education agencies is examined. Implementing the process of career education remains an issue, and the following areas of concern are noted: (1) initiative, (2) definition, (3) passing fad, (4) articulation, (5) lack of cooperation, (6) funding, (7) anti-intellectual stigma, (8) minority concerns, (9) research needs, (10) training needs, and (11) balancing educational programs with manpower needs. Thus, transforming the concept of career education into an operational process is one of the greatest challenges faced by American Education. (MW)

**ED 096 522** 95 CE 002 155

Jesser, David L. Pinson, Nancy

Purposes and Goals of Career Education.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008

Pub Date 31 May 74

Grant—OEG-0-73-1369

Note—23p.; For related documents, see CE 002 152-159

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Career Education, \*Career Planning, \*Curriculum Development, Guidance, \*Literature Reviews, \*Objectives, Occupational Guidance, Program Development, Student Centered Curriculum, Vocational Development

Prepared as a part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper examines and discusses broad goals and purposes of career education and reviews current related literature. Attention is given to the "who" and "what" of curriculum and instruction in terms of the coalition of school, home and family, and the business, labor, and industrial community. Two additional component processes considered are career guidance and vocational skill development. A matrix illustrating five components of career education is presented. Levels of career development are organized as follows: (1) the awareness stage (elementary grades), (2) the investigation and decision making stage (junior high school grades), and (3) the preparation stage (secondary grades). (MW)

**ED 096 523** 95 CE 002 156

Jesser, David L. Keilholtz, Linda

The Development and Utilization of Curriculum Materials for Career Education.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008

Pub Date 31 May 74

Grant—OEG-0-73-1369

Note—36p.; For related documents, see CE 002 152-159

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Career Education, \*Curriculum Development, Curriculum Enrichment, Curriculum Research, Educational Assessment, \*Material Development, \*National Programs, Program Development, Spanish Americans, Staff Improvement, State Departments of Education, \*State Programs

Prepared as a part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper deals with curriculum development and implementation. Using current literature on the topic as a point of reference, topics dealt with include: (1) the role of curriculum in career education, (2) the impact of career education on State and local curriculum development efforts, (3) accountability and evaluation, (4) national efforts in career education curriculum development, and (5) staff development. Four career education projects are commented on: (1) The Public Service Occupations Curriculum Project, (2) The Enrichment of Teacher and Counselor Competencies in Career Education Project, (3) The Communications Media Occupations Cluster Project, and (4) The Project: Developing Career Awareness for Spanish-Surnamed People. Each project description includes information on the project's development and implementation and some sample materials. The

paper concludes that curriculum materials for career education should be: (1) economically feasible, (2) predicated on regular classroom staffing patterns, (3) contained within the current allocation of teacher time and effort, and (4) adaptable to local needs, interests, and options. (MW)

**ED 096 524** 95 CE 002 157

Jesser, David L. Vanier, Byron

Models, Elements and Characteristics of Career Education.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008

Pub Date 31 May 74

Grant—OEG-0-73-1369

Note—48p.; For related documents, see CE 002 152-159

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Career Education, \*Curriculum Development, Instructional Design, Instructional Programs, \*Models, \*National Programs, Program Descriptions, State Departments of Education, \*State Programs

Prepared as a part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper investigates instructional models for career education. The first section of the document is devoted to a comparison of the characteristics of the U. S. Office of Education (USOE) model and a selection of 12 State Models. The USOE model is based on the three stage approach to career education: awareness, exploration, and preparation stages, and the State models all offer similar approaches and are presented in brief summary statements with illustrative diagrams. The final section offers a detailed treatment of four models developed by the USOE to facilitate career education goals: (1) the school-based career education model, (2) the employer-based career education model, (3) the home/community-based career education model, and (4) a rural residential model. Five necessary components are needed to facilitate the integration of career education into the educational system: (1) the classroom teacher, (2) vocational skill training, (3) career development, (4) the home and family, and (5) the working community. (MW)

**ED 096 525** 95 CE 002 158

Jesser, David L. Carey, E. Niel

Career Education and the State Education Agency.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008

Pub Date 31 May 74

Grant—OEG-0-73-1369

Note—48p.; For related documents, see CE 002 152-159

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Career Education, Change Strategies, \*Curriculum Development, Educational Assessment, Educational Needs, \*Governmental Structure, \*Program Development, State Agencies, \*State Departments of Education, State School District Relationship

Prepared as a part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper discusses the role of the State education agency as it relates to career education. Several strategies to initiate, implement, or expand career education are presented. Strategies for State education agencies include the board resolution and legislative directive and the task force approach, and sample illustrative documents are offered. Needs assessment procedures, inservice teacher programs, funding strategies, evaluation and accountability, and teacher preparation programs are topics commented on. A sample fact sheet of the Michigan Career Education Teacher Education Consortium is offered as a typical State agency strategy. Organizational structure at both the State and local level is examined in relationship to career education program implementation. A discussion of legislative support, coordination of State and local efforts, funding, and program evaluation concludes the document. (MW)

**ED 096 526** 95 CE 002 159

Jesser, David L.

The Several Dimensions of Career Education.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-357008

Pub Date 1 May 74

Grant—OEG-0-73-1369

Note—5p.; For related documents, see CE 002 152-158

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Career Education, \*Conference Reports, \*Curriculum Development, \*Program Descriptions, State Departments of Education

The report is directed to participants of the State Directors/Coordinators of Career Education Conference, an activity of the Council of Chief State School Officers (CCSSO) Career Education Project. It offers a brief resume of program activities and topics discussed in each session. (MW)

**ED 096 527** CE 002 161

Phelps, William R.

Vocational Rehabilitation Operations Within a Prison System: One Approach to Serving the Mentally Retarded Public Offender.

West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Report No.—PB-231-166

Pub Date May 74

Note—17p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231 166, HC-\$4.00; MF-\$1.45)

Document Not Available from EDRS.

Descriptors—\*Correctional Rehabilitation, Corrective Institutions, Delinquent Rehabilitation, Individual Characteristics, \*Mentally Handicapped, Mental Retardation, \*Prisoners, \*Rehabilitation Programs, State Programs, Vocational Education, \*Vocational Rehabilitation

The purpose of this paper is to present one approach to providing vocational rehabilitation for the mentally retarded public offender. The rehabilitation process for prison inmates is described, one southeastern state program is reviewed from an operational point of view, and some traits and characteristics of the mentally retarded public offender are identified. (NTIS)

**ED 096 528** CE 002 162

Phelps, William R.

A Glossary of the Eye and Ophthalmological Surgical Terms. A Training Guide for the Rehabilitation Counselor. Final Report.

West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Report No.—PB-231-313

Pub Date 28 Feb 74

Note—23p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231 313, HC-\$4.25; MF-\$1.45)

Document Not Available from EDRS.

Descriptors—\*Glossaries, Instructional Materials, \*Ophthalmology

The training guide is prepared for the rehabilitation practitioner, but may be of considerable value to academicians as well, in both graduate and undergraduate courses in the helping services. Emphasis is placed on a practical pragmatic approach to problem-solving, through the use of a functional view as opposed to a descriptive, anatomical point of view. The training material is particularly relevant to rehabilitation practitioners serving the blind and visually impaired individual. (NTIS)

**ED 096 529** CE 002 163

Dental Auxiliary Utilization: A National Evaluation.

Medical Foundation, Inc., Boston, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No.—BHME-71-3; PB-231-233

Pub Date Jan 73

Note—139p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231 233, HC-\$10.00; MF-\$1.45)

Document Not Available from EDRS.

Descriptors—Attitudes, \*Dental Assistants, Dental Hygienists, Dentistry, Educational Finance, Employment Opportunities, Grants, Hygiene, \*Manpower Utilization, Paramedical Occupations, Questionnaires, Tables (Data)

The Dental Auxiliary Utilization Grant Program has the purpose of providing Federal grants to dental schools for training dental students in the effective use of auxiliary personnel. Recently, a new program, the Training in Expanded Auxiliary Management (TEAM) Grant Program, was established to train dental students in the "team" approach to dental care delivery. Findings indicate that it will be necessary to identify those expanded functions for auxiliaries which will produce the greatest gains in productivity for dentists in private office practice. Many practitioners are amenable to the concept of auxiliary personnel, but it will be necessary to train many more dental auxiliaries so that the greatest possible contribution is possible. (NTIS)

ED 096 530 CE 002 164

Lee, Martin E.

Evaluation of Ford Employee/Skilled Driving Program. Vol. 1, Summary; Vol. 2, Technical Report.

Michigan Univ., Ann Arbor. Highway Safety Research Inst.

Spons Agency—Ford Motor Co., Dearborn, Mich.

Report No.—PB-231-137; UM-HSRI-SA-73-9-1/2  
Pub Date Feb 74

Note—176p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231 137, HC-\$5.50; MF-\$1.45)

Document Not Available from EDRS.

Descriptors—Adult Programs, Data Analysis, \*Driver Education, \*Implant Programs, \*Performance Criteria, Pilot Projects, \*Program Evaluation, \*Retraining, Skill Development, Testing, Traffic Safety

Identifiers—Ford Motor Company

The project is an independent evaluation of a driver improvement program for unexceptional adult drivers, offered on a pilot basis in 1972-73 by Ford Motor Company to its employees. The program was conducted using four treatment groups which received different amounts of retraining (N=750). It was found that two treatments consisting of several hours of classroom and on-street instruction resulted in 30-40 percent increases in mean group score on an observational test of on-street performance. A smaller but still statistically significant increase was found for a third treatment comprising a self-teacher course, but a control group showed no change. Limited retesting three months after posttest suggested that the measured improvements were sustained for the two groups who were actively trained. (NTIS)

ED 096 531 CE 002 165

Williams, Harry E.

An Overview of Recent Studies in Junior College Electrical-Electronics Curriculum.

Pub Date 20 Jan 73

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Bibliographies, Course Content, Curriculum, \*Curriculum Development, \*Educational Objectives, Electromechanical Technology, \*Electronics, Electronics Industry, Interdisciplinary Approach, Junior Colleges, Post Secondary Education, \*Technical Education

Identifiers—Hybrid Technologies

This brief paper discusses in some detail several recent studies of electrical-electronics curricula at the junior college level and presents a 22-item bibliography of studies in this area. Comments based on the findings of the studies include: (1) A method of instruction, particularly applicable to the field of electronics education, seems to be that each course in such a curriculum can be broken down into a list of required objectives, which is further enhanced for the student by the close coordination required with industry to obtain a detailed objectives list for an entire curriculum, (2) Circuit analysis and basic electronics should be part of the first year curriculum, (3) A core studies program in electronics can be developed, (4) The trend is toward hybrid technologies. The paper indicates more research is needed to ascertain emerging

technologies which may require new course developments. Bibliographies, suggested curricula, and charts are included. (NH)

ED 096 532 CE 002 166

Santopolo, Frank A. Kell, Karolyn

Critical Job Requirements for Extension Non-professionals.

Pub Date 23 Aug 73

Note—11p.; Paper presented to the Annual Meeting of the Rural Sociological Society (College Park, Maryland, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Affective Behavior, \*Critical Incidents Method, Employee Attitudes, Employment Qualifications, \*Extension Education, \*Job Training, \*Nonprofessional Personnel, Nutrition Instruction, \*Personnel Evaluation, Program Evaluation, Training Objectives

In the past several years utilization of non-professionals in various extension programs has increased. In an attempt to determine what the role of the Expanded Food and Nutrition Education Program (EFNEP) nonprofessional is, the paper presents the findings of an analysis of critical incidents acquired from nonprofessional EFNEP extension aides working in selected areas of Kentucky in the course of an evaluation study. The specific purposes of the critical incident analysis were to: (1) identify the on-the-job behaviors and attitudes of EFNEP aides through critical incidents described by aides, (2) determine critical job requirements by tabulating and classifying the identified behaviors and attitudes, and (3) draw implications from these data for the training of EFNEP Extension Aides. Findings led to the following recommendations: (1) training should be conducted on a one-to-one or very small group basis and (2) any training program for nonprofessionals should focus attention on not only involving the trainees, but all levels of staff responsible for the success of the program. (Author/MW)

ED 096 533 CE 002 167

Story, Donna Ketchum

Career Mobility: Implementing the Ladder Concept in Associate Degree and Practical Nursing Curricula.

Pub Date Feb 74

Note—206p.

Available from—The C. V. Mosby Company, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$6.75)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Career Ladders, Course Content, Curriculum Design, \*Curriculum Development, Curriculum Guides, Educational Innovation, Guides, \*Health Occupations Education, Job Skills, Medical Education, Nurses, \*Nursing, Occupational Mobility, \*Performance Based Education, Practical Nurses, Program Development, Program Guides, Program Planning, Student Needs

Designing a career ladder curriculum is not simply taking an existing practical nurse curriculum and an associate degree nursing curriculum and placing one after the other. The curriculum is designed to produce students who are competent practitioners as practical nurses at the end of the first level and then allow them to continue for an additional time to complete the educational requirements for a registered nurse. Faculties becoming involved with a career ladder educational program must have a clear understanding of the roles of the practical nurse and the registered nurse, for only when the role of practice is clearly understood can educational objectives be designed; clearly stated behavioral objectives form the base of an effective career ladder curriculum. The book provides a guide to the implementation of a career ladder curriculum in nursing. Outlined course content, behavioral objectives and learning experiences are presented for nine curricular areas: foundations of nursing, science, nutrition, behavioral science, maternal and child health nursing, medical-surgical nursing, nursing situations (termination of the first-level education program), communication skills, and psychiatric nursing. (Author/AJ)

ED 096 534 CE 002 168

Tobin, Helen M. And Others

The Process of Staff Development: Components for Change.

Pub Date Apr 74

Note—174p.

Available from—The C. V. Mosby Co., Review Department, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Adult Learning, Change Agents, Educational Trends, Health Services, \*Inservice Education, Leadership, Learning Motivation, \*Medical Education, \*Nurses, Orientation, Program Administration, Program Development, Program Evaluation, Program Planning, Teaching Methods

Identifiers—\*Staff Development

The purpose of this book is to examine the development, process, and concepts of staff development in nursing education and its relationship to the overall continuing education effort. It is intended for staff development educators in agency development or revision, for administrators of nursing services in planning staff development, and for nursing school educators. Formerly referred to as inservice education, staff development is becoming more significant as major changes are occurring in the field of health care. Various factors relating to input, process, and output of staff development are covered throughout the book. The process is identified in relation to nursing within health care agencies, but concepts are applicable to other groups. Chapters cover history of staff development, organization and administration, philosophy and purpose, designing and implementing learning offerings, teaching methods and aids, and evaluation. Additional chapters explore adult learning, identification of learning needs, motivation, and future directions in health care and related fields. The appendix consists of 16 exhibits related to staff development, organization, orientation, skill training, and leadership. (Author/EA)

ED 096 535 CE 002 169

The Changing World of Work.

Columbia Univ., New York, N.Y. Graduate School of Business.

Pub Date 1 Nov 73

Note—16p.; Report of the American Assembly (43rd, Harriman, New York, November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Changing Attitudes, \*Conference Reports, Discriminatory Attitudes (Social), Employment Potential, Employment Practices, \*Employment Problems, \*Employment Trends, \*Government Role, Job Market, Labor Legislation, Manpower Needs, Vocational Development

The statement represents a review of the general views of the 80 participants from 16 States and the District of Columbia as prepared at the close of their discussions of the changing world of work in the United States. Major questions addressed by the group dealt with the three distinct forces involved in the cross currents of rapid change: the institutions and the jobs they provide, the society at large, and the individual worker. Needed changes can be effected through the efforts of employers, unions, and the Federal government. Presupposing the development and maintenance of a high level of employment, recommendations are presented regarding: (1) flexibility in employment practices, (2) part-time employment, (3) vocational preparation, (4) racial discrimination, (5) women, (6) middle-aged and older workers, and (7) pension plan reform. A list of assembly participants concludes the report. (MW)

ED 096 536 CE 002 170

McGoff, R. M. Harding, F. D.

A Report on Literacy Training Programs in the Armed Forces. Report No. MR-74-6.

Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.; International Training Consultants, Inc., Burbank, Calif.; Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.

Report No.—AFHRL-TR-73-69; OASD-M-R-MR-74-6

Pub Date Apr 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Adult Education Programs, \*Adult Reading Programs, \*Armed Forces, Educational Objectives, Instructional Materials, \*Literacy Education, Participant Characteristics, Program Effectiveness, \*Program

### Evaluation, \*Remedial Reading, Training Techniques

The purpose of the study is to describe the status of literacy training programs in the military services during the summer of 1971 and develop suggestions for more effective training. A prologue provides information on the scope of the general literacy problem. Data were obtained through questionnaires, interviews, record search, and observations and formed the basis for a comparative description of the remedial reading programs of each of the services organized around the following major aspects of literacy training: (1) official and operational objectives, (2) entry level characteristics of trainees, (3) instructional subsystems, and (4) organization and evaluation of training. The report indicated wide diversity in teaching methods and in effectiveness of the various literacy programs. Suggested procedures for followup evaluation are included. (Author/MW)

ED 096 537

CE 002 171

Megling, Robert C. Abrams, Macy L.  
**Relative Roles of Experience/Learning and Visual Factors on Radiographic Inspector Performance.**

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—RR-SRR-73-22

Pub Date Jan 73

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Learning Processes, \*Metallurgical Technicians, \*Performance Factors, \*Radiographers, Skill Development, Technical Occupations, Testing, Test Results, Trade and Industrial Education, \*Visual Discrimination, Visual Learning

The purpose of this research was to determine the relative roles of experience/learning and selected visual aptitude factors on the ability to detect and identify indications of defects in X-ray film of welds and other materials. Penetrator Detection and Defect Identification Tests were developed to measure the ability of radiographic film inspectors to detect and identify weld defects. These tests and the Ortho-rater examination were given to Navy certified film inspectors. Test results and visual examination results were compared to determine the relationship between vision and film reading skills. Both film tests were readministered six months later to determine film inspector reliability. No significant relationship was found to exist between the selected visual aptitude factors and film reading ability. Low levels of inter- and intrasubject reliability were found to exist on both the detection and identification tests, and a significant intrasubject relationship was found between identification test reliability and experience. This suggests that learning plays an important role in the acquisition of film reading skills. Further research in new training methods is recommended based on the above findings. (Author/MW)

ED 096 538

CE 002 173

**Correlated Curriculum Program: Business Careers, Level 1.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Research.

Pub Date Feb 70

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Academic Education, \*Business, Career Choice, Career Education, \*Curriculum, Interdisciplinary Approach, Laboratory Training, Occupational Clusters, Occupational Information, \*Training, \*Vocational Development

Identifiers—New York City

The correlated curriculum program (New York City schools) is a four-year career-oriented program designed for the general course student. Students explore careers in business, health, and industry during the first three semesters and receive broad occupational training in careers of their choice for the remaining five semesters. The approach is a laboratory, interdisciplinary one with career subjects correlated with academic subjects. Content includes both occupational information and occupational training for a cluster of jobs in a career area. This revised course outline relates business careers (working in a store, office, warehouse, service industry, for a transportation company, and for the government) to

business, science, mathematics, and English subjects. The revision reflects recommendations of the program teachers, school supervisors, consultants, and independent evaluators. (Author/EA)

ED 096 539

95

CE 002 174

Freeland, Thomas E.

**A Study of the Occupation of Electroencephalographic Technicians. Revised Edition. UCLA Allied Health Professions Project.**

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.—BR-8-0627

Pub Date Feb 72

Grant—OEG-0-8-080627-4672(085)

Note—67p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Educational Assessment, \*Electroencephalography, Health Occupations, Measurement, Medical Laboratory Assistants, \*National Surveys, Occupational Information, \*Occupational Surveys, Questionnaires, Scores, Subprofessionals, \*Task Analysis, Technical Education, Technical Occupations, Training

This report is a summary of a task analysis for the emerging occupational area of electroencephalography (EEG) which sought to validate the task list for the EEG technician and to aid in the development of a quality training program for such technicians. It contains survey methods, a description of the sample and percentage of response, background data, task inventory results, summary, and conclusions. Tables show the samples' respondents, comparisons and variables, differences in mode scores between various groups, and a numerical summary of responses to questions concerning research, training activities, and membership; more than half of the document is devoted to appendices on a list of occupations, a roster of the National Technical Advisory Committee, the task analysis survey, a list of health care facilities selected for the national survey, response to the EEG technician survey, and write-in responses. Survey results are discussed with reference to their educational implications. (NH)

ED 096 540

CE 002 175

Maxie, Francoise

**Enrollment Forecasting: A Report of the National Dissemination Project for the Community Colleges.**

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Career Education, Community Colleges, Educational Needs, \*Educational Planning, \*Enrollment Projections, Information Dissemination, Labor Market, Manpower Needs, Models, \*Occupational Clusters, Profile Evaluation, \*Systems Approach, Transfer of Training, \*Vocational Development

A systems approach, a multiparameter stochastic model, that will project State vocational education needs is being developed in Washington State by cooperation of the Coordinating Council for Occupational Education with Dr. Samuel Cleff. The model has incorporated the Cleff Career Development Systems (CCDS), a job matching system used for individual guidance in subprofessional occupational selection that develops 16-point numerical profiles of jobs, training courses, and of people. A mathematical cluster of 750 CCDS job profiles resulted in 19 job profile clusters. Because of the behavioral similarity of jobs within a specific cluster, it was inferred that transfer of training would be high from one job to another within that cluster. Through profiling, a job or set of jobs can be assigned to one of the 19 clusters. As labor market data can be reduced to mathematically related qualities, data collection, analysis, and model refinement can be readily pursued. The transfer of training inference also implies the possibility of cross-training students to perform well in several jobs within their matched job clusters. Profiling can be used for vocational guidance of students, curriculum and course planning, and for matching graduates with open jobs, as well as providing raw material for forecasting. (Author/EA)

ED 096 541

CE 002 181

Dusewicz, Russell A.

**A Two Year Assessment of the In-Home Vocational Program in Child Care Services for Disadvantaged Mothers. Final Report.**

West Chester State Coll., Pa. Learning Research Center.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 30 Jun 73

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Child Care, \*Child Care Workers, \*Economically Disadvantaged, \*Job Training, \*Mothers, Tutoring, Vocational Development, \*Vocational Education

The objective of the Experimental In-Home Training Program, a component program of the Pennsylvania Research in Infant Development and Education Project, was to determine the viability of an alternative method of training qualified child care workers for the expanding job market in day care and preschool services and to determine its utility for preparing low income individuals, in particular, for such vocational training. Program participants were selected on the basis of interviews with low income mothers and babysitters in the West Chester, Pennsylvania area who were potential and interested child-care workers, of low income families, and with no specific vocational training. Traditional group training was replaced by presentation of the training lessons individually by a tutor in the participant's home. Test scores of the experimental training program participants on an objective instrument designed to measure knowledge of concepts and terminology relevant to early child development and behavior compared favorably with a similarly aimed program based on group sessions. Conclusions of an interview survey of experimental participants indicated that the program provided personal and vocational benefits that assisted participants for future child care employment and in working with their own children. (Author/EA)

ED 096 542

CE 002 182

**Report of the Task Force on Education and Training for Minority Business Enterprise. Final Report.**

Office of Minority Business Enterprise (DOC), Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.; Department of Health, Education, and Welfare, Washington, D.C.; Department of Labor, Washington, D.C.

Pub Date Jan 74

Note—183p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Economic Education, \*Educational Coordination, Educational Development, \*Educational Needs, \*Government Role, \*Management Development, Management Education, \*Minority Groups, National Programs, Program Development, Public Relations, Resources, State Federal Support

This final task force report contains a study of education and training needs of existing and future minority entrepreneurs and makes specific recommendations for the national effort to expand business ownership by minority persons. Ten chapters detail findings and recommendations; education and training; key to minority enterprise survival; the Federal leadership role, mobilizing the resources; task force recommendations; matching resources to needs; developing operational programs; getting the message across (recruiting participants, publicizing business opportunities, eliminating stereotypes); evaluation, demonstration, and research; delivering services at the local level; and recent initiatives and prospects for the future. Among the principal conclusions: An important relationship exists between management education and the survival of business enterprises; and the management education gap between minority and nonminority owners must be bridged. Also needed are greater support for existing programs; new initiatives for present and future minority businessmen; business ownership courses in the State and local educational establishment; and a combined public and private sector effort to make needed resources available for improvement of minority enterprise education. (NH)

**ED 096 543** CE 002 183  
Data Processing Technician 3 and 2: Revised 1973.

Naval Training Publications Detachment, Washington, D.C.  
Report No.—NAVTRA-10264-C  
Pub Date 73

Note—367p.; Illustrations may be marginally legible.

Available from—U.S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0502-051-3210)

**EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE**

Descriptors—Career Ladders, Course Content, Data Processing, \*Data Processing Occupations, \*Electronic Data Processing, Electronic Equipment, Information Systems, \*Instructional Materials, \*Manuals, Occupational Information, Subprofessionals, Textbooks, Vocational Education  
Identifiers—\*Navy

The training manual is designed to train naval personnel in the professional aspects of their rating as Data Processing (DP) Technician and is a direct help to meeting the occupational qualifications for advancement to Data Processing Technician Third Class and Data Processing Technician Second Class. Personnel of the Data Processing Technician rating operate many types of automatic data processing (ADP) equipment to provide accounting and statistical services for the Navy. The DP rating is a general rating and does not include service ratings. Areas of specialization within the rating are identified by Navy Enlisted Classification Codes. The introductory chapter of the manual gives information on the enlisted rating structure and procedures for advancement; the remaining 12 chapters deal with the technical subject matter of the DP rating: automatic data processing, card punches and verifiers, card sorters, functional wiring principles, interpreters, automatic punches, collators, accounting machines, electronic data processing, operation and control of EDP equipment, storage concepts, and programming and languages. (Author/AJ)

**ED 096 544** CE 002 184

Burack, Elmer H.  
Strategies for Manpower Planning and Programming.

Pub Date 72  
Note—237p.; A volume in the D. H. Mark series in management.

Available from—General Learning Corporation, Morristown, New Jersey 07960 (\$7.50)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Case Studies, Change Strategies, Computer Oriented Programs, Economic Change, Electronic Data Processing, \*Information Systems, Management Development, Manpower Development, \*Manpower Utilization, \*Organizational Change, Organizational Development, \*Planning, \*Systems Approach

Identifiers—\*Manpower Planning

The book is concerned with optimum manpower utilization in the private and public sectors and examines a variety of types of organizations. In this guide to structured manpower planning, contents include management and manpower in an era of change; a model of the overall manpower planning and implementation process; case material on technological change and the company; the framework of manpower planning and programming; uses of computer-based manpower information systems (the role of the computer, the data base and systems boundaries, the job market and matching systems, and system design); integrating planning and change; and emergent issues in change management (staff-support personnel, managerial obsolescence, delivery system for the disadvantaged, and two case studies related to technological change and environmental pressures). With emphasis placed on application and development of workable planning approaches, the book offers a broad framework in which such functions as personnel, wage and salary administration and industrial relations are viewed. Study questions and a bibliography are included. (NH)

**ED 096 545** 95 CE 002 185  
Project MODEL (Mobile Occupational Development Education Laboratories): First Annual Report.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education; Nashoba Valley Technical High School, Westford, Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Note—423p.

**EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE**

Descriptors—Academically Handicapped, \*Autoinstructional Laboratories, Behavioral Objectives, Curriculum Guides, \*Handicapped Students, Institutionalized (Persons), Job Skills, \*Job Training, Language Handicapped, Mentally Handicapped, Mobile Classrooms, Physically Handicapped, \*Pilot Projects, Prisoners, Program Descriptions, Vocational Development, Vocational Education

Identifiers—Massachusetts, Project MODEL

The report presents a record of the first year's activities of Project MODEL (Mobile Occupational Development Education Laboratories), including indepth statements on policies, organizational structures, schedules, financial verification, and projects for the next year of operation. The document serves as a manual of policies and procedures for the project as well as a study of the successes and difficulties of the inservice program. The project was designed as an experimental program to be used to develop inhouse, ongoing programs in institutions and agencies that serve the handicapped and disadvantaged. It is an alternative delivery system for career development in terms of occupational training for the institutionalized, handicapped, and disadvantaged populations in Massachusetts. Four mobile multimedia laboratories, teacher coordinators, and aides provide students with "hands-on self-instructional learning." Instructional programs are compact, lasting from two to twelve weeks. Educational opportunities in each mobile unit are unlimited and diversified enough to meet the basic needs of most students. (Author/AJ)

**ED 096 546** 95 CE 002 186

Korim, Andrew S.

Manpower Training in Community Colleges.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-71-4729(335)

Note—24p.

Available from—American Association of Community and Junior Colleges, 621 Duke Street, Alexandria, Virginia 22314 (\$1.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Community Colleges, Educational Planning, Educational Programs, \*Job Training, \*Junior Colleges, \*Manpower Development, Manpower Utilization, Planning, Post Secondary Education, Program Planning, Regional Planning, \*Skill Centers, Statewide Planning

The pamphlet's eight chapters review the results of a survey of community colleges, discuss some of the strengths of community colleges as they pertain to manpower training, and identify problems encountered in the operation of training programs. In addition, the development, organization, and operation of comprehensive manpower training skills centers in community college settings are analyzed. Also examined are examples of alternative approaches to skills center structure and the significance of manpower planning to manpower training programs in community colleges. Relationships between community college philosophy and relevant legislation are discussed, and suggestions are offered for the expansion of community college participation in manpower training. The author believes the publication will prove useful to legislators, Federal and State administrators of manpower programs, planners of economic development, manpower area planning councils, and to community college boards and administrators. (Author/NH)

**ED 096 547** CE 002 188

Kolodrubetz, Walter W.

Two Decades of Employee-Benefit Plans, 1950-1970: A Review.

Social Security Administration (DHEW), Washington, D.C.

Report No.—DHEW-SSA-72-11700

Pub Date Apr 72

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Employees, Employer Employee Relationship, \*Fringe Benefits, Health Insurance, \*Insurance Programs, \*Retirement

Identifiers—\*Employee Benefit Plans, Pensions

This article discusses the long-term growth of employee-benefit plans (which have grown tremendously since 1950) and assesses this trend in terms of real gains. The article states that contributions, by 1970, were nine times greater and benefit outlays 14 times greater than in 1950, and the number of persons covered by most types of benefits grew sharply. There also were impressive developments in the scope and level of benefits. Detailed tables, graphs, and statistics illustrate the drastic increases. Typical benefits, including life insurance, health and hospitalization, disability, unemployment, retirement, pension plans, and others are reviewed. (NH)

**ED 096 548** CE 002 189

Science, Health, Safety Curriculum Guide: Unit Revision for Family Living Curriculum. K-6.

Rochester City School District, N.Y.

Pub Date 71

Note—57p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Course Content, \*Curriculum Guides, Elementary Grades, \*Elementary School Curriculum, \*Family Life Education, Health Education, Interpersonal Competence, Interpersonal Relationship, Parent Participation, Physical Development, Reproduction (Biology), Resource Materials, \*Sex Education, Sexuality, Social Development, Student Attitudes, Teacher Attitudes, Teaching Guides

The curriculum guide is a revised unit in family living and sex education for K-6, planned as a continuing school experience for the child and meant to be correlated, integrated, and articulated with the total educational program. It involves concepts of human sexuality and provides activities to motivate student learning. Five topics are treated at three levels (primary, early intermediate, and later intermediate): (1) the individual and personality, (2) the family, (3) peers and environment, (4) physical growth and reproduction, and (5) male and female sexuality. For each topic at each level, the guide includes concepts and understandings, activities, questions pupils might ask, and resources (with availability information). The philosophy on which the unit is based, its objectives, and a chart depicting its scope and sequence are provided. Eighteen tips are offered to help the teacher present the unit comfortably and effectively. (AJ)

**ED 096 549** CE 002 190

Gerald, John

A Self-Instructional Program in Graphical Kinematics.

Lincoln Land Community Coll., Springfield, Ill. Div. of Mathematics, Sciences, and Technologies.

Pub Date Jul 72

Note—51p.; For related document see CE 002 187

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Autoinstructional Aids, Force, \*Mechanics (Physics), Mechanics (Process), \*Motion, Programmed Materials, \*Programmed Texts, Textbooks

Identifiers—\*Graphical Kinematics, Peaucellier's Mechanism

The self-instructional booklet is designed to teach basic concepts of graphical kinematics if a step-by-step procedure is followed through the various frames. Each frame is composed of three main parts: (1) a statement of information, (2) a problem to be solved or a statement to be answered, and (3) the correct response. The answer sheet form and a posttest are appended. (Author/AJ)

**ED 096 550** 95 CE 002 193

Timmins, William M.

Implementing Career Education in a Local Education Agency: A Guide.

Utah State Board of Education, Salt Lake City. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Grant—OEG-0-71-4457(357)

Note—25p.; For accompanying sourcebook, see CE 002 194

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Administrator Guides, \*Career Education, Curriculum Planning, \*Educational Planning, Elementary Grades, Guides, \*Program Development, \*Program Planning, School Systems, Secondary Grades

Identifiers—Local Education Agencies

A planning guide for local school districts to assist them in improving their educational planning, the document focuses on the implementation of career education planning in a local education agency (LEA), but includes the total educational program. The steps outlined can be used by LEA's who do not have a career education emphasis. The implementation procedures are detailed for each of five major steps: (1) conduct needs assessment; (2) define and analyze need for career education; (3) consider alternatives and design career education programs; (4) implement career education program; and (5) evaluate and revise as necessary. The guide has drawn on related training materials produced for a multi-state effort, "Interstate Project: Planning in the SEA/LEA, the Next Step;" in addition, materials are included from a number of nonproject States. The guide is intentionally brief but is related to a source book which includes specific illustrations or examples to clarify the procedures outlined in this guide. (Author/AJ)

**ED 096 551** 95 **CE 002 194**

Timmins, William M.

**Implementing Career Education in a Local Education Agency: A Source Book.**

Utah State Board of Education, Salt Lake City.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Grant—OEG-0-71-4457(357)

Note—188p.; For accompanying guide see CE 002 193

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—\*Administrator Guides, Behavioral Objectives, Bibliographies, \*Career Education, Curriculum Planning, Educational Objectives, \*Educational Planning, Elementary Grades, Instructional Materials, Job Placement, Pilot Projects, Program Descriptions, \*Program Development, Program Planning, \*Resource Materials, Secondary Grades, Student Employment

Identifiers—Local Education Agencies

The source book was compiled to contain the materials supplemental to a planning guide designed to assist educational leaders at the district level with planning and implementing a program of career education. Illustrations and forms too voluminous to be contained in the guide are organized by steps recommended for planning: (1) conduct needs assessment, (2) define and analyze need for career education, (3) consider alternatives and design career education program, (4) implement career education program, and (5) evaluate and revise as necessary. Among the materials which form the documents are descriptions of model programs, checklists, samples of correspondence, organizational charts, sample objectives, examples of curricular materials, and bibliographies. A job-placement manual, sample student work-experience record forms, information pertaining to child labor laws, and a plan activity diagram illustrate the implementation of a program of career placement. (AJ)

**ED 096 552** **CE 002 196**

Millard, Reed

**Careers in Environmental Protection.**

Pub Date 74

Note—188p.

Available from—Julian Messner, a Division of Simon and Schuster, 1 West 39th Street, New York, New York 10018 (\$6.25)

**Document Not Available from EDRS.**

Descriptors—\*Career Choice, \*Career Education, College Bound Students, \*Ecology, Educational Background, Engineering, \*Environmental Education, Job Skills, Noncollege Preparatory Students, Physical Sciences, Salaries, Science Careers

Identifiers—\*Environmental Protection Careers

The book presents concerns of our society in protecting our environment and the challenges involved in meaningful careers in environmental protection and management. "Estimates by the Environmental Protection Agency indicate that,

compared with their numbers in the mid-'70's, the need for environmental professionals will triple by 1980." In a conversational writing style the author explores air/water sleuths, transportation clamor, waste/water treatment, erosion fighting, trash menace, the tree harvesting crisis, endangered species, and the search for marine knowledge—specific problem situations and programs throughout the country, causes of the problem, and prominent scientists in the field. Part 2 focuses on professions in ecology and the life sciences, careers in physical and environmental sciences, and environmental protection careers in engineering. Career requirements, amount of education, and salaries are discussed. Challenging jobs are described, such as: plant scientist, landscape architect, fisheries conservationist, range manager, geologist, meteorologist, chemist, oceanographer, and various engineers. A concluding chapter concerns careers in environmental protection not requiring a college education. References are included for further sources of information. (EA)

**ED 096 553** **CE 002 197**  
**Officer Vic: Teacher's Resource Book [and K-3 Student Texts].**

Aurora (East) Public School District, Ill.; Aurora (West) Public School District 129, Ill.; Illinois State Law Enforcement Commission, Springfield.

Note—93p.; Prepared with the cooperation of the Aurora Police Department and the Aurora Catholic Schools

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Class Activities, \*Classroom Materials, \*Educational Programs, Instructional Materials, \*Law Enforcement, Learning Activities, \*Police School Relationship, \*Primary Grades, Teaching Guides

Identifiers—Bilingual Instructional Material, \*Officer Vic

The collection of five booklets presents the Officer Vic program—a program designed to develop an understanding of and appreciation for the law enforcement officer's roles in protecting and aiding the student, his family, and the community. The materials include a teacher's resource book and activity books for grades K-3. The teacher's resource book is in English, but the activity books contain instructions in both English and Spanish. The three-phase program includes an orientation, an instructional period, and a reinforcement lesson. Officer Vic visits the classroom in each stage, with advance preparation and followup discussion performed by the classroom teacher. The teacher's guide outlines the general understanding to be developed and suggests activities and followup to the officer's visits at each grade level. Officer Vic's role is outlined for each visit. A two-page history of the Aurora Police Department is included. The kindergarten, first, and second grade books contain large illustrations with brief captions leading to activities or discussion. The third grade book contains similar illustrations and also includes a story to help children understand why laws are necessary. (Author/AG)

**ED 096 554** **CE 003 160**

**Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 7, Number 6.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—22,186p.

**EDRS Price MF-\$4.80 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, \*Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, \*Instructional Materials, \*Microfiche, Resource Materials, \*Technical Education, Trade and Industrial Education, \*Vocational Education

Documents announced in the Volume 7, Number 6 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) are included in this microfiche set. Microfiche availability for these documents is shown in the AIM/ARM resume as

MF available in VT-ERIC set. The microfiche set is arranged in the following sequence: (1) a VT number list of documents announced in AIM/ARM, v7, n6, and those found in the set, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

## CG

**ED 096 555** **CG 008 965**

Cohen, David K. *And Others*

**Consumer Protection in Public Education. Final Report.**

Center for the Study of Public Policy, Cambridge, Mass.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 71

Note—272p.

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

Descriptors—\*Consumer Education, \*Educational Policy, \*Family School Relationship, Power Structure, \*Problem Solving, Program Guides, Research Projects, \*Student School Relationship

Identifiers—\*Consumer Protection Education

This report advances several proposals for protecting the educational interests of parents and children. The thrust of these proposals does not begin with a particular idea about how the interests of families might better be served by the schools, but rather seeks to determine whether there are mechanisms which might achieve that end. Consumer protection techniques are discussed, in detail, as viable forces to help change the position of families vis-a-vis schools. Each proposal is presented as having merit and as a potential complement to the others: however, each can stand independently as an approach to protecting the interests of families. Some areas discussed are: (1) the need for managing grievances between the parents and the schools, (2) the need for legal assistance when adjudication of grievances becomes necessary, and (3) the need for organization of both parent and children's groups. (Author/PC)

**ED 096 556** **CG 009 042**

Palmer, Stephen E., Jr.

**Toward Improved U.S. Immigration and International Education Programs. Preliminary Draft.**

Pub Date May 74

Note—159p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Educational Programs, \*Federal Programs, \*Immigrants, \*International Education, \*International Programs, \*Program Improvement, Research Projects

Against the policy purposes of the U.S. immigration and international education programs, this report examines several problem areas selected on the basis of their significant relevance to: (1) U.S. foreign policy, (2) congressional interest or concern, recommendations advanced. Problem areas include: (1) foreign and exchange students, (2) brain drains and overflows, (3) illegal aliens and legitimate refugees, and (4) special Mexico/U.S.A. considerations. The paper is designed primarily as a stimulator and reference guide for policy makers and practitioners, and for those who influence them. (Author/PC)

**ED 096 557** 95 **CG 009 069**

Nellis, Muriel, Ed.

**Resource Book for Drug Abuse Education. Second Edition.**

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. National Clearinghouse for Drug Abuse Information.

Pub Date 72

Note—120p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-0232, \$1.35)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*Drug Abuse, \*Drug Education, \*Program Development, \*Resource Guides, Resource Materials, Social Problems

This second edition of the "Resource Book" assembles a selection of scientific, philosophical,

and educational drug abuse literature. The publication, as viewed by its authors, serves as a basis for improved understanding, trust, and communication between teacher and student concerning drug use and its place in both contemporary youth culture and in general society. The first section of the book includes articles which attempt to enhance adult perceptions of young people, their attitudes and problems, and the diversity of motivations behind their use of drugs. Section 2 presents articles on specific drugs, both legal and illegal. Articles in Section 3 present a variety of current treatment program models and describe drug abuse research efforts. The final and most extensive section of the book deals with matters relating to the specifics of the educational process as related to drug abuse. It is hoped that this publication will provide educators with valuable information about drugs and the drug scene, and will act as a catalyst in promoting the commitment and involvement needed to make the classroom an effective focus in drug abuse prevention. (Author/PC)

ED 096 558 CG 009 083

Dell Orto, Arthur E.

**The Role and Resources of the Family During the Drug Rehabilitation Process.**

Pub Date Apr 74

Note—33p.; Presented at the American Personnel and Guidance Association Convention (April 10, 1974, New Orleans, Louisiana)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavior Change, \*Drug Abuse, \*Drug Therapy, \*Family Counseling, Program Descriptions, Program Evaluation, \*Rehabilitation Programs, \*Residential Centers, Residential Programs

This paper presents a rationale for family involvement in the drug rehabilitation effort. This is based on the significant role the family plays during the process of overcoming the impact of disability. The perspective of this paper is a result of the author's experience over a three-year period with families of drug abusers and their attempts to participate in the rehabilitation process. Discussed also are selected difficulties and challenges faced by these families engaged in a process which requires the acquisition and maintenance of new behaviors. A potent force in this process has been the evolution of a multilevel family therapy program which utilizes the principle of an alternate living arrangement in conjunction with family therapy. (Author)

ED 096 559 CG 009 098

Fraser, Brian G.

**Child Abuse and Neglect: Alternatives for State Legislation. Report No. 6 of the Early Childhood Task Force.**

Education Commission of the States, Denver, Colo.

Pub Date Dec 73

Note—92p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.50)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Child Abuse, \*Child Advocacy, Civil Liberties, \*Legislation, \*State Legislation

Identifiers—\*Education Commission of the States

Since 1970 the early childhood task force of the Education Commission of the States (ECS) has worked to encourage states to focus attention on the quality of the life of children. As the task force explored the subject of child abuse, it quickly realized the need for: (1) better state programs for the prevention, identification and treatment of child abuse; (2) more uniformity among state statutes relating to child abuse; and (3) more cooperation among states and among state agencies in exchanging appropriate information. To encourage states to focus attention on improved methods of reporting, preventing and treating child abuse, the task force asked Brian G. Fraser, staff attorney for the National Center for the Prevention and Treatment of Child Abuse and Neglect, to draft suggested legislation. This booklet is the work of Mr. Fraser, drawn from his experiences during 1972-73. It represents a synthesis of the best of existing state legislation, plus additional language designed to strengthen state capabilities in working to solve the problems of child abuse. For those wishing further information, a bibliography and notes on legal references are included. (Author)

ED 096 560 95 CG 009 103

Bentley, Ernest L. And Others

**The Self Concept - - Instructional Objectives, Curriculum Sequence, and Criterion Referenced Assessment.**

National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-D-068

Pub Date Jun 74

Grant—OEG-4-72-0023

Note—277p.

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—\*Child Development, \*Child Psychology, Educational Programs, Elementary Education, \*Research Projects, \*Self Concept Tests

A child's self-concept may be the most important determinant in his learning experience. Children have not been exposed to enough situations in which they become aware of their own feelings and to environments which encourage positive interactions with others. The purpose of this study was to develop some tools for creating environments conducive to developing a positive self-concept. The emphasis is on tying affective instructional objectives and objective assessment to an instructional sequence for improving the self-esteem of pupils in grades 3-5, particularly in schools undergoing much change. Results include 77 pages of activities and classroom management suggestions matched to 15 affective objectives. Thirty-two classes participated in this effort on an experimental basis for 3 months. Three hundred and fifty students were pre-post assessed on the Bentley-Yeatts "I feel . . . Me feel" self-appraisal after assessment items and expectations levels had been identified for each of the objectives. While the limited instructional effort produced no startling changes in the self-esteem of the experimental students, research yielded valuable data on affective trends of children ages 5-9. In addition, ways were identified to insure a better fit between the objectives and the "I feel . . . Me feel" measure. (Author)

ED 096 561 CG 009 126

Baker, Wanda K. And Others

**Report of the Problem Identification Workshop. Phase 2 of the California Assembly Symposium on Services to Children and Youth.**

California State Legislature, Sacramento. Senate.

Pub Date Jul 73

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Child Advocacy, \*Child Welfare, \*Conference Reports, \*Social Services, Symposia, \*Welfare Services, Workshops, Youth Identifiers—\*California

California is spending over four billion dollars a year to feed, educate, punish, shelter, and care for children. Numerous studies have concluded, however, that these services are frequently uncoordinated, duplicative, wasteful, and ineffective. Yet when corrective actions are proposed, they deal only with fragments of the system. The Assembly Symposium on Services to Children and Youth was formed to serve as the focal point of responsibility for assessing the current conditions of children's services and generating and promoting changes in the system. The symposium was planned to extend over five phases, spanning a period of 16 months. The phases are: (1) advance data collection; (2) problem identification workshop; (3) task force studies of the major problem areas identified in Phase 2; (4) mobilization of support through dissemination of task force findings and recommendations and a major children's services conference; and (5) preparation, introduction, and passage of a series of major bills supported by community and statewide organizations. This document summarizes the findings of Phase 1 and reports the findings of the workshop of Phase 2 by outlining specific problem statements and anticipated solutions. A list of the 280 participants is included. (Author/HMV)

ED 096 562 CG 009 133

Chard, W. David

**Adolescence and Learning Disabilities: Implications for School Counselors.**

Pub Date [74]

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Adolescents, \*Counselors, \*Educational Diagnosis, \*Educational Therapy, Individual Development, \*Learning Disabilities, State of the Art Reviews

After a brief comment on adolescent development and the problem of underachievement and learning disabilities, the procedures used by the author in the diagnosis of learning difficulties are discussed. The somewhat arbitrary distinction is made between three approaches to diagnosis: neuropsychological assessment, diagnostic reading procedures, and pencil and paper batteries of psychological tests. Some of the conflicting data and opinion on the prognosis for adolescents with learning disabilities is presented, ending on a note of cautious optimism. (Author)

ED 096 563 CG 009 147

Glass, Diane L.

**Evaluation of the Eugene, Oregon Big Brother-Big Sister Program.**

Eugene School District 4, Oreg.

Pub Date Jun 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Elementary School Students, Expectation, Friendship, \*Helping Relationship, \*Interpersonal Relationship, \*Junior High School Students, Parent Attitudes, Program Descriptions, School Involvement, \*Volunteers Identifiers—\*Big Brother Big Sister Program

This document reports on parent and elementary pupil expectations regarding participation in a Big Brother-Big Sister type program. The parents and students included were all new to the program and experiencing the relationship with a Big Brother or Sister for the first time. In the program a community volunteer befriended a youngster at the elementary or junior high school level; generally school personnel saw the need for such a relationship and suggested it to the family. In brief, the results from the study were: (1) the parents generally welcomed this type of relationship for their child; (2) all the children interviewed were very happy and enthused at being in the program; (3) the volunteers were taking advantage of the numerous activities offered them by local agencies; (4) relationships between children and volunteers, generally, were developing into true and honest friendships; and (5) every parent felt his child had gained in at least one respect from the Big Brother-Big Sister Program. Some parents felt their children were doing better in school, getting over shyness, and benefiting from the program in other specific ways. (Author/PC)

ED 096 564 CG 009 152

Haney, Gerald L.

**Student Relationships Ethical and Legal Implications.**

Kansas State Dept. of Education, Topeka. Guidance and Pupil Personnel Services Section.

Pub Date [71]

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Court Litigation, \*Interpersonal Relationship, \*Legal Problems, Pupil Personnel Workers, Research Projects, \*Student Rights, \*Student Teacher Relationship, Teachers

Due process, legal rights, invasion of privacy, right-to-decide, majorities, minorities, pressure groups, individual egos, domain building, selfishness, ignorance, and incompetency are only a few of the considerations facing educators today. School boards, administrators, teachers, support personnel, and others who come in contact with student populations are faced with a mass of confusion in decision-making in matters dealing with teaching, discipline, control, safety records, and many other concerns that might cause misunderstanding and/or legal complications. This article discusses the many and varied ethical and legal ramifications implicit in student relationships. (Author/HMV)

ED 096 565 CG 009 154

Hrinko, John Joseph

**The Effect of Student Rights and Responsibilities Movement on Massachusetts Schools.**

Pub Date Aug 74

Note—160p.; Ph.D. Dissertation, Walden University

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—\*Administrator Attitudes, \*Educational Administration, \*High School Students, Questionnaires, Research Projects, Student Alienation, \*Student Role, \*Student School Relationship  
Identifiers—\*Massachusetts

The purpose of this study is to show the reactions occurring within public school districts in the Commonwealth of Massachusetts relative to the objectives sought by the youth of the state. These objectives include the eradication of the alienation which presently exists between adults and young people in order that they may work jointly toward building a better educational community. School board chairmen, superintendents, and principals were issued questionnaires which asked how they felt toward the youth movement in its attempt to share in the educational process through involvement at the high school level. Many of the questions originated from the document "Humanization Guidelines for Education" prepared by the state Youth Advisory Council. A tabulation of responses is shown for each part of the questionnaire, as well as a comparison of all responses. The findings indicate that administrators of the school systems of Massachusetts are concerned with the students' role in shaping a relevant and sound education, and that the administrators are willing to implement reasonable and mutually agreed-upon programs. (Author/HMV)

**ED 096 566** 95 CG 009 170  
Ruch, Charles P.

**Staff and Program Development for a New Pupil Personnel Services Professional: Final Report I.** Pittsburgh Univ., Pa.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Jul 74  
Grant—OEG-0-70-2021(725)  
Note—77p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Demonstration Programs, Educational Programs, \*Inservice Education, \*Preservice Education, Program Descriptions, Program Improvement, \*Pupil Personnel Services, \*Training

This is the first in a series of final reports to the Office of Education on the Northeastern EP-DA/PPS Center-Satellite Project. This multi-year, redesign-institutional project was an attempt to redesign the training of pupil personnel specialists for the schools through preservice training for entry-level personnel and pre- or inservice training for faculty, and to improve the modes for the delivery of services in five urban settings. Project activities encompass: (1) a center demonstration component, (2) five satellite projects, and (3) a set of supporting staff and program development activities sponsored by the center. This report explicates the several dimensions of this complex educational personnel development venture, and serves as a "Gestalt" for viewing the total project. It draws heavily on the many documents, reports, and plans of operation already generated by the project. The authors emphasize the strategies and processes of the center and its components. The satellite project reports are not presented in this document but will be forthcoming at a later date. (Author/PC)

**ED 096 567** CG 009 172  
Toward Accountability. A Report on the Mesa Approach to Career Guidance, Counseling, and Placement.

Mesa Public Schools, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [74]  
Note—53p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Accountability, \*Behavioral Objectives, Classroom Guidance Programs, Counseling Goals, \*Counseling Programs, \*Guidance Objectives, Program Descriptions, \*Program Improvement, Systems Approach

This report describes a systems approach toward an accountability program for a high school guidance department, the primary objective of which was to reduce the size of the "guidance universe" to manageable size, and to be

responsible i.e., accountable. A commitment was developed to move toward a model of accountability, based not only upon what counselors did, but on outcomes in terms of observable student behaviors. The approach moved in several steps: (1) a detailed needs assessment and objective status assessment of on-going programs were undertaken; (2) a guidance model was built; (3) a program based essentially upon student needs was designed; (4) an implementation schedule and evaluation strategy for the program were programmed; (5) a task analysis to determine needed staff competencies to deliver the program was begun; and (6) the design of in-service training programs and transportable practitioner training "packages," was initiated. A series of guidance units emerged, based upon need statements and run through a counselor/teacher team. The program emphasized delivery of important aspects of guidance through the classroom, as an integral part of the existing curriculum and classroom activities. (Author/PC)

**ED 096 568** CG 009 181  
The Anatomy of a Good Student.

Wisconsin Univ., Stevens Point. Office of Institutional Research.

Pub Date Jul 74  
Note—80p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Achievement, \*College Students, Comparative Analysis, \*Comparative Statistics, Research Projects, \*Statistical Data, Student Motivation, \*Success Factors

In an attempt to define characteristics of a good college student, this study compared the characteristics of recent honor graduates by honors level. The data centered on highest honors, high honors, and honors graduates during three recent graduation periods. Analysis of the data obtained through university records and through responses to a brief questionnaire was used to describe and generalize about the characteristics of honors graduates. The data indicated that the majority of these honors graduates were women who tended to receive their degree at a slightly earlier age than men. Nearly all of the superior students had demonstrated good scholarship before entering college. The ACT scores averaged far above the means for all college-bound students, with significantly different means for the three honors levels. The proportion of honors graduates was found to vary significantly according to departments, with Mathematics and Communicative Disorders producing a consistently high proportion. Further profiling revealed that these students had come primarily from humble beginnings, and as college students took part in numerous college activities while maintaining heavy study loads. The authors point to the fact that the characteristics described in the study are associated with superior scholarship and do not necessarily imply a cause and effect relationship. The bulk of the document consists of data tables, accompanied by brief discussions associating the data with demographic variables. (Author/PC)

**ED 096 569** 88 CG 009 186  
Our CARE Package of Developmental Guidance for the Elementary School.

Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73  
Note—118p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Counselors, \*Developmental Guidance, Educational Resources, \*Elementary School Counseling, \*Group Counseling, Group Experience, \*Resource Materials

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

This book represents a sharing on the part of several counselors working in elementary schools in Pinellas County, Florida. It describes some of the favorite group activities as selected by counselors. Most of the activities can be used with class-size groups; several are designed for smaller groups of children. These suggestions, however, are in no way meant to be a "package" to be used as a unit. They are, instead, intended only as samples of procedures and techniques that have

worked for some counselors. Some topics covered through the activities are interpersonal relationships, feelings, values, decision making, career choice, and personal growth and development. All activities are clearly described and divided into age ranges for which they are appropriate. (Author/HMV)

**ED 096 570** 88 CG 009 187  
Fenderson, Carolyn, Ed. And Others

**Developmental Guidance Resource Index.** Fall 1973.

Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—81p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Annotated Bibliographies, Classroom Materials, Counseling, \*Developmental Guidance, \*Educational Resources, \*Elementary School Counseling, \*Instructional Materials, Multimedia Instruction, \*Resource Guides  
Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

This index was designed to assist counselors choosing and using materials for developmental activities at the elementary level. Materials have been categorized for easy reference and use under such headings as Behavior, Communication, Guilt, Hostility, Sharing, and Self-Image. Some materials may be used in more than one category; if so, this has been indicated. Very brief annotative comments accompany the listings. The index is intended to serve as an aid to counselors in the planning of guidance activities. (Author/HMV)

**ED 096 571** 95 CG 009 193  
Dodge, Dorothy

**Attitudes of Undergraduate Women Toward Careers.** Final Report.

Macalester Coll., St. Paul, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-E-066

Pub Date Jun 74

Grant—OEG-5-72-0047

Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Career Choice, \*College Curriculum, \*College Students, \*Counseling Effectiveness, \*Females, Research Projects, Surveys, \*Vocational Development

In an attempt to survey career attitudes of undergraduate women students, a pre-test/post-test research design was adopted. Questionnaire items attempted to measure career interests, the college role in forming or encouraging career choice, general personality characteristics, attitudes of respondents toward the college environment and their knowledge of women's employment patterns. The study admits to several limitations, including the fact that the questionnaire was given to a limited number of the undergraduate women in the U. S., and that the four groups sampled were not selected as a representative sample of all undergraduate women. Responses to the questionnaire did, however, point to a number of attitudes of the undergraduate women involved: (1) high career interests among those samples; (2) the negative views of faculty, administration, and curricular response to these interests; and (3) the lack of knowledge of women's activities, underlying the need for women's study programs. The author suggests that, in view of the high attitudinal uniformity found in this limited study, colleges and universities undertake evaluations of their responses to the needs of the undergraduate women. (Author/PC)

**ED 096 572** 95 CG 009 196  
Hamm, Phillip M., Jr. Lyman, David A.

**Training Parents in Child Management Skills with the School as the Agent of Instruction.**

Lincoln Public Schools, Nebr.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-G-036

Pub Date Feb 73

Grant—OEG-7-72-0023(509)

Note—43p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Behavior Change, Child Rearing, Elementary Schools, \*Family Life Education, \*Operant Conditioning, \*Parent Child Relationship, \*Parent Education, Parent Role, Program Descriptions

Twenty-eight families who indicated an interest in learning child management skills were included in a training program involving four groups from three elementary schools in Lincoln, Nebraska. Sessions were held once a week for 7-12 weeks. The parents were taught child management skills through the use of operant techniques which they utilized in behavior change projects selected by themselves. Data relevant to five questions were collected, analyzed, and discussed. These questions were: (1) What occurred during the group meetings? (2) With what kinds of behavior were the parents interested in dealing? (3) What did the parents accomplish and what did they learn? (4) How did the parents involved in the program evaluate it? and (5) What were the by-products of the program? Results were discussed in terms of the implication for such a program, and recommendations were offered for similar programs in the future. (Author)

**ED 096 573** 95 CG 009 200  
Medin, Douglas L.

**A Context-Sensitive Theory of Discrimination Learning.**

Rockefeller Univ., New York, N.Y.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 13  
Grant—OEG-2-71-0532

Note—44p. Paper presented at a Conference on Discrimination Learning Models (New York, New York, April 1973)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Conditioned Response, \*Discrimination Learning, Learning, Reinforcement, Research Projects, Research Reviews (Publications), Response Mode, \*Sensory Training, Speeches, \*Stimulus Generalization

This paper develops a stimulus selection theory, based on an extensive review of previous research, which gives weight to context change or stimulus generalization decrement. The theory assumes no special compounding or configurational process, and accounts for the learning of successive discriminations without the addition of any special process. The theory predicts the relative rates of acquiring simultaneous and successive discrimination, including the "exceptions," and leads to correct predictions in a number of other paradigms. A computer simulation which embodies the context-sensitive theory confirms the predictions of the context theory of discrimination learning which has direct implications for research on types of learning process. Component, compound, and configurational learning emerge as summary descriptions of performance in different situations, but according to the present theory are neither styles nor distinct types of learning since data from the various situations are predicted by a single process. (Author/HMV)

**ED 096 574** 95 CG 009 201

Peters, Herman J. Slaughter, George F.

**Racial Interaction Between Counselor and Client as a Factor in Counseling Outcome. Final Report.**

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-E-179-FR  
Pub Date Nov 73

Grant—OEG-5-71-0014(509)  
Note—134p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Counseling Effectiveness, \*Counselor Performance, \*Helping Relationship, Minority Groups, \*Negro Students, \*Racial Attitudes, Racial Recognition, Research Projects Identifiers—\*Barrett Lennard Relationship Inventory

The purpose of this study was to determine differences, if any, in the counseling relationships established by white female counselors counseling black students as compared with black female counselors counseling black students. The Bar-

rett-Lennard Relationship Inventory, Myers-Briggs Type Indicator, and California Test of Basic Skills were utilized in data collection and analysis. Also, an independent judge classified counselors into two groups, highly responsive and responsive counselors, for further analysis. Sample size consisted of 10 white female counselors and 10 black female counselors; each counselor counseled two male and two female black students for an average of 10 counseling sessions. The findings for this particular sample suggest the following conclusions: it is the individuality of the counselor which has the greatest influence on the counseling relationship with black students, rather than the race (of the counselor), or sex (of the student), or personality (of counselor-student similarity). Also, both black and white counselors tend to underestimate the degree of unconditional shown in the counseling relationship with black students. (Author/HMV)

**ED 096 575** CG 009 203

**Perceiving Behavior Becoming. A New Focus for Education.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 62  
Note—264p.

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N. W., Washington, D.C. 20006 (\$5.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Behavior Development, Books, \*Educational Philosophy, Individual Development, \*Personality Development, Personal Values, \*Self Actualization, \*Self Concept

This book is the 1962 Yearbook of the Association for Supervision and Curriculum Development (ASCD), conceived as a bridge between the learned disciplines of the social sciences on the one hand and the applied field of public school endeavor on the other. The Yearbook Committee was charged with the task of examining current theory about the adequate personality with an eye to its implications for educational thought and practice. Four authors, outstanding in the field, were asked to prepare descriptions of self-actualizing persons. These four persons were Early C. Kelley, Abraham H. Maslow, Carl Rogers, and Arthur W. Combs. Their papers comprise four chapters in the book. The next 10 chapters, which discuss the papers, each begin with pertinent concepts from the papers and discuss these concepts regarding implications for numerous aspects of educational thought and practice. (Author/HMV)

**ED 096 576** CG 009 204

Scandura, Joseph M., Ed. And Others

**1974 Proceedings: Fifth Annual Interdisciplinary Conference on Structural Learning.**

Pennsylvania Univ., Philadelphia. Mathematics Education Research Group.

Spons Agency—Naval Personnel Research and Development Lab., Washington, D.C.

Pub Date 74  
Note—359p.

Available from—J. M. Scandura, MERGE Research Institute, 1249 Greentree Lane, Narberth, Pennsylvania 19072 (HC-\$5.00)

**EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE**

Descriptors—\*Behavioral Science Research, \*Cognitive Processes, Concept Formation, Conference Reports, \*Interdisciplinary Approach, \*Learning Processes, \*Learning Theories, Memory, Reading Processes

These proceedings emphasize multidisciplinary theory and research having implications for behavioral science and/or education. The contributions deal with one or more of the following questions: (1) How can one characterize the knowledge structures which underlie behavior associated with subject matter disciplines such as mathematics and language? How can one evaluate alternative characterization? (2) How can one determine the knowledge given individuals have at their command? (3) What are the mechanisms of performance, learning, memory, and perception as they involve structured knowledge? (4) What are the instructional conditions which control the acquisitions of structures? The proceedings contain 34 complete papers and summaries, including contributions by Banerji, Brainerd, Dienes, Fischer, Kopstein, Landauer, Merrill, Newell, Pask, Scandura, Shaw, Wilson,

and Witz, and (edited) transcriptions of two discussion sessions, including Beilen, Fischer, and Minsky on "How Does Learning Take Place?" and "Theoretical Issues in Structural Learning." (Author)

**ED 096 577** CG 009 223

Templin, Paul Tritsch, Len

**Drug Education for the '70's.**

Washington State Board of Education, Olympia.

Pub Date [70]  
Note—71p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Curriculum Guides, Drug Abuse, \*Drug Education, \*Elementary Education, \*Instructional Materials, Instructional Programs, Resource Guides, \*Secondary Education

This drug education guide provides a valuable resource for educators, helping them to understand the problems associated with drug misuse and the extent and significance of drug problems in schools. The guide is designed to help give local schools the leadership and tools with which to initiate an effective program for their own needs. Section I provides the framework for the teacher's individualized program. It includes: (1) instructional objectives which give direction to the program and provide a basis for evaluation; (2) teacher questions for program planning which are to be answered by the teacher before he/she teaches the unit; and (3) student and teacher resources for data gathering. Instructional objectives are offered for primary, intermediate, junior high, and senior high levels. In order to provide suggestions to those responsible for developing local curriculum guides, the guide provides a learning experiences section in Appendix A. Appendix B contains a very useful and up-to-date resource guide for teachers and students. (Author/PC)

**ED 096 578** CG 009 230

Leamon, Melody Kay

**The Unchanging Role of Women.**

Pub Date Apr 74

Note—19p. Paper presented at the Annual Meeting of the Midwest Sociological Society (Omaha, Nebraska, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Administrative Organization, \*Discriminatory Attitudes (Social), Equal Opportunities (Jobs), \*Females, Longitudinal Studies, Minority Groups, \*Power Structure, \*Role Theory, \*Sex Discrimination, Speeches

This paper examines the position of women in today's society through an analysis of their role within the power structure. To do this, top hierarchical positions in the U.S. corporate, political, and military structures were analyzed for the years 1958, 1965, and 1972. The industrial companies listed by Fortune Magazine as the 10 largest in sales and assets made up the corporate sample, and a listing of each of the companies' offices was obtained. A total of 15 companies and 1,074 positions were examined. The military sample included major positions in the Defense Department plus the major service commanders. Positions in the three branches of the federal government made up the political power sample. Results indicate that despite claims that women "have come a long way," the position of women within the "power elite" did not change during the period studied. (Author/HMV)

**ED 096 579** CG 009 235

Roebuck, Flora N.

**Delivering HRD [Human Resource Development] Skills in the Public Schools.**

Florida Univ., Gainesville.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 74

Note—15p. Presented at the American Personnel and Guidance Association Convention (April 10, 1974, New Orleans, Louisiana)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*Educational Problems, Educational Research, \*Helping Relationship, \*Human Development, \*Human Relations, Research Reviews (Publications), Speeches

Identifiers—Human Resource Development  
Concerned about increasing academic achievement and reducing dropout rates, particularly

among disadvantaged students, researchers have sought to apply human relations training to teachers in efforts to change the interpersonal aspects of the teaching-learning situation. This paper reviews six years of such work by two educational researchers (D.N. Aspy and F.N. Roebuck) who sought to apply Curkuff's Human Resource Development Technology to educational problems. It discusses plans to extend the research into the psychological sub-strata of helping conditions, and cites two pilot studies. (Author/CJ)

ED 096 580 CG 009 237

Sturges, Jack Yarborough, Roy D.

Can Teachers Predict Ninth-Grade Students' Perceptions of the Importance of Selected Job Characteristics in Considering an Occupation?

Pub Date Aug 74

Note—79p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Adolescents, \*Occupational Choice, Occupational Guidance, Perception, \*Predictive Measurement, \*Research Projects, \*Success Factors, Teachers

The research was designed to determine whether: (1) ninth-grade male and female students differ in their perceptions of job characteristics which would be important to them in choosing an occupation, (2) ninth-grade male and female students differ in their perceptions of what constitutes job "success," and (3) counselors and teachers can predict the degree of importance that selected job characteristics have for ninth-grade students. Male and female students were in general agreement about what constitutes job success and about which factors would be important in choosing an occupation. The teachers were, as a rule, unable to predict their students' feelings about which job characteristics would be important in choosing an occupation. Males and females indicated the best definitions of occupational success meant doing the best one can on the job, helping others, and earning a good salary. They also agreed that personal satisfaction from doing a job well, steady employment, secure future, and interesting work were important factors to be considered in choosing an occupation. Tables, instruments, and appendixes are included. (Author)

ED 096 581 CG 009 239

Beyond the Three R's. Training Teachers for Affective Education.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date Jun 74

Note—89p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Adolescents, \*Affective Objectives, \*Developmental Programs, \*Drug Education, Human Development, \*Interpersonal Competence, Program Descriptions, \*Teacher Education, Teacher Selection

The report takes a look at teacher training in affective education. It defines vague concepts such as affective education and interpersonal skills, develops a rationale for needed changes in the school system, and outlines specific strategies in teacher training as one way to begin to bring about change. The manual was developed in response to past unsatisfactory approaches to drug education. If schools are going to meet the increased demands of a rapidly changing society, then teachers must be better equipped to handle new responsibilities more effectively. The publication is divided into several parts which focus on definitions and rationale; the training process itself; recommendations for schools of education, school systems, and teachers; special concerns such as working with special populations or in special settings; and resources. (Author/PC)

ED 096 582 CG 009 245

Hardaway, Yvonne V. LaPointe, Karen

Facilitating Assertive Training Groups. A Manual. Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Pub Date 74

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Behavior Change, \*Group Experience, Human Development, \*Manuals,

Nonprofessional Personnel, \*Overt Response, Training Laboratories, \*Training Techniques

Identifiers—\*Assertive Training

This manual describes an assertive training group model which is an integration of current theories on assertiveness, facilitator experience and client feedback. Assertive training is defined as the facilitation of a set of skills designed to improve an individual's appropriate expression of his feelings, maintenance of personal rights and meeting of personal needs. The model described in this manual calls for eight two-hour weekly sessions. This format is viewed as optimal in that it allows group members opportunities to try out new behaviors in social situations between group meetings, and then to receive evaluative feedback in the safer group setting. The authors contend that the assertive training group, as a structured course, may be facilitated by a minimally-trained person. Consequently the manual contains detailed instructions for the facilitator. Screening of participants is viewed as one of the most important variables in conducting an effective assertive training group because the group model provides a very structured and specific treatment. Participants with confounding psychological problems are viewed as inappropriate. Step-by-step course outlines are presented, as well as session notes for facilitators. (Author/PC)

ED 096 583 95 CG 009 254

Aschenbrenner, Joyce C.

Careers of Black Youth in the Metro-East Area. Final Report.

Southern Illinois Univ., Edwardsville.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0644-FR

Pub Date Oct 72

Grant—OEG-0-72-1385

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Academic Aspiration, Counselor Attitudes, \*Environmental Influences, \*Family Influence, Mobility, \*Negro Youth, \*Occupational Aspiration, Program Improvement, Research Projects

Identifiers—East St Louis, Illinois

A descriptive account of influences on careers of black youth in the metro-east area, based on a relatively upwardly mobile group, shows the influence of family over teachers, counselors, and other nonrelatives on youth in their educational and occupational careers, and the educational and occupational deprivation of local black families in the past. These influences result in the frequent inability of black youth to take advantage of opportunities that may be opening up for blacks in metro-east, through lack of example from "significant others," faulty, or scanty information, or in some instances unrealistic goals. Another finding is the generally high aspirational level among black youth. Given a lack of opportunity or an inability to take advantage of opportunity, this condition can lead to a highly frustrating and potentially explosive situation. Attempts by the community to improve the situation are described, resulting in programs and cultural enterprises by groups and individuals that involve the informal, primary-type relationships that prevail in black social life. It is recommended that counselors in the educational system become aware of black family structure and employ it as a model for counseling among black youth. (Author)

ED 096 584 95 CG 009 258

Dusek, Jerome B.

An Investigation of Adult Expectations as They Affect Children's Learning and Performance. Final Report.

Syracuse Univ., N.Y. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-0516B-FR

Pub Date Jun 73

Grant—OEG-2-71-0516

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Aptitude, \*Achievement, \*Bias, Elementary School Students, \*Learning, \*Performance Factors, Prediction, Research Projects, \*Teacher Attitudes, Teacher Influence

Three experiments were conducted in order to investigate teacher- and experimenter-bias effects on children's learning and performance. Teacher-bias effects on children's Stanford Achievement Test (SAT) performance were assessed in a one and a half year longitudinal study in two second- and two fourth-grade classrooms. The teacher-bias manipulation had no significant relationship to SAT performance on any of the testings, but teacher ranking was strongly and consistently related to SAT performance. The results indicate teachers are good predictors of student academic potential but do not bias students' achievement test performance. Two experimental studies were also conducted in order to examine developmental trends and mode of inducing bias on children's susceptibility to experimenter bias. College students were trained to be experimenters in a simple motor performance task, marble dropping, in which experimenter-bias effects had been demonstrated previously. The major finding was a significant Age x Bias Condition X Sex of Subject (S) interaction indicating a general trend for older Ss to be more influenced by biasing effects of Ss than younger Ss. The significant effects were unclear with respect to mode of biasing the experimenters. The test was disguised as a test to predict academic potential. (Author)

ED 096 585 CG 009 266

Boyd, George Allen

To Determine Some Criteria for Defining the Role-Definition of the Counselor as Perceived by the Administrator and the Role of the Administrator as Perceived by the Counselor in Order to Further Facilitate Student Development at the Secondary Level.

Pub Date Aug 73

Note—97p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Communication Problems, \*Counselors, Definitions, \*Principals, Research Projects, \*Role Conflict, \*Role Perception, Self Actualization

This study attempts to present, evaluate and explain available data relative to the determination of differences in role-definition between principals and counselors. The author addresses his study to the question—to what extent is the viability of the guidance program in schools affected by role-definition and comprehension, and communication between principals and counselors? One hundred and ten principals and counselors responded to questionnaires designed to identify role definitions. Results revealed that there was considerable conflict in the role relationship between the two groups, such as: (1) counselors assumed or were given administrative authority; (2) counselors and principals failed to respect each other's tasks; and (3) many counselors were assigned duties which were unrelated to their major functions. The author reaches several conclusions for both counselors and principals in an attempt to help clarify and strengthen their cooperative relationship within the school system. (Author/PC)

ED 096 586 95 CG 009 272

Berglund, Bruce

Promoting Adolescent Career Information-Seeking and Information-Processing Behaviors with Group Social Models and Structured Group Counseling. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-E-114

Pub Date Jul 74

Grant—OEG-5-70-0038(509)

Note—112p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Adolescents, \*Career Planning, Counselor Role, \*Decision Making Skills, \*Group Activities, \*Information Seeking, Learning Activities, \*Occupational Information, Research Projects

This study developed and experimentally evaluated a series of structured interaction materials and group social models for promoting career information-seeking and information-processing behaviors by high school students. Personality characteristics (introversion-extroversion) of subjects were assessed to determine how these factors influence modeling and structured interaction materials. Eleventh grade male and female

students enrolled in three vocational experience classes were randomly assigned to treatment and control groups (n#80). Three experimental treatments were administered: (1) structured interaction materials; (2) group social modeling; and (3) a combination of group social modeling and subject participation. Study results were mixed. For males, none of the experimental treatments showed significantly positive main effects, while for females the structured interaction plus modeling treatment did show significantly positive effects on two of the dependent variables. The data relevant to interactions between personality characteristics and treatment procedures showed a tendency for introverted individuals to learn better than extroverted individuals irrespective of the treatment in which the subject was involved. Recommendations for further study and action are presented by the author. (Author/PC)

ED 096 587 95 CG 009 273

Bernal, Ledia E.

Status of Women at the Department of Health, Education and Welfare.

Pub Date 74

Note—88p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Discriminant Analysis, \*Employment Patterns, \*Federal Government, \*Females, \*Occupations, Research, \*Sex Discrimination, Speeches  
Identifiers—\*Department of Health Education and Welfare

As part of the overall equal employment program, the Federal Women's Program was established, and annually examines areas of possible discrimination against women in Federal service. This series of reports analyzes the following: (1) the job series most used by HEW's several agencies, showing proportions of women regularly employed against the reservoir of those occupations in the national labor force; (2) the possibility of job discrimination in HEW in five different job series. Results indicate that HEW employs 11 percent of all women in the Federal Government, and that the 77,680 women employed in HEW constitute 62 percent of all the employees in the department. Women employees are a majority in the various agencies within the department except for the Center for Disease Control and the Food and Drug Administration. The low ratios in these areas can be justified because the jobs within these agencies are in scientific fields where women do not predominate. A study of employees in five job series in HEW concluded that the presence of women in these fields was more than adequate when compared to their availability in the labor force (except social workers). The report concludes that if women within HEW are to achieve further equality of employment, they must seek training in fields where they are currently under-represented. (Author/PC)

ED 096 588 95 CG 009 279

Hunt, Jon H.

Management Development Workshop for Career Education Project Directors. Final Report. Project No. V.T.A.D. 4-0655.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jul 74

Note—217p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—\*Career Education, \*Coordinators, \*Management Development, Occupational Guidance, \*Program Descriptions, Staff Improvement, \*Workshops

This document presents the results of an inservice staff development conference for project directors of career education in Florida. The workshop was based on the need to improve competencies in the following areas: (1) development of a management systems approach to career education; (2) use of state guidelines for submitting career education projects; (3) design and implementation of inservice programs for project teachers at all levels; (4) development and conceptualization of a model career education program applicable to any county; and (5) establishment of effective lines of communication as well as effective working relationships with district level-county/city administrators. Topics for

the group work sessions were focused on these five areas, and the body of the report is a compilation of pertinent points of the discussions, as well as their outcomes. Evaluation of the workshop indicated that 70 percent of the participants felt the objectives had been accomplished slightly above "good." The report provides additional statistical treatment of participant responses, along with a detailed appendix on the Florida position on career education. (Author/PC)

ED 096 589 95 CG 009 281

Lazier, Gilbert N. And Others

A Systematic Analysis of Dramatic Behavior Norms of Florida Elementary School Children. Final Report.

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-D-063-FR

Pub Date Dec 72

Grant—OEG-4-72-0008

Note—69p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Behavior Patterns, Correlation, \*Creative Dramatics, \*Creativity Tests, \*Dramatics, \*Elementary School Students, Research Projects

By employing an analytic method developed by the authors entitled the Inventory of Dramatic Behavior, this project set out to accomplish the following goals: (1) to provide a developmental profile of dramatic behavior of Florida elementary school children, (2) to correlate such data with previous results from a New York City sample, and (3) to correlate such data with creativity measures on the same subjects. The project was conducted in three phases. Phase 1 employed a representative sample of children from the Lab School. The testing situation contained maximal university controls, permitting the testing of 28 dramatic dimensions per half-year intervals for ages 6-12. These data were compared to creativity indexes perfected by Torrance. Phase 2 employed similar procedures but tested 260 subjects in their home schools across Florida. Phase 3 provided time for data processing and analysis. Major findings were as follows: (1) among Florida subjects, behavior increased with age (a finding the reverse of that discovered in New York), (2) Florida girls were more active than boys, and (3) the dramatic behavior correlated highly with the creativity measures. Other qualitative information was discovered. Finally, the results demonstrate the efficacy of the measures and procedures employed. (Author)

ED 096 590 95 CG 009 284

Shepard, Loretta Ann Glass, Gene V.

A Multitrait-Multimethod Approach to the Construct Validation of "Acceptance of Self" and "Acceptance of Others".

Colorado Univ., Boulder. Lab. of Educational Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-H-039

Pub Date Nov 72

Grant—OEG-8-72-004(509)

Note—179p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Convergent Thinking, \*Interpersonal Relationship, \*Peer Acceptance, Research Projects, Self Concept, \*Self Evaluation, \*Statistical Analysis, Validity  
Identifiers—FIRO B

The purpose of the study was to evaluate the construct validity of self-acceptance. Is it distinguishable from self-assessment as the literary use of the term implies? Can acceptance of self and acceptance of others be shown to be related, as postulated, but remain distinguishable as separate constructs? Three constructs, self-acceptance, self-assessment, and acceptance of others, were selected for study so that their interrelationships could be observed. In order to determine what portion of systematic variance among subjects was attributable to valid assessment of the traits and what was due to method factors, each construct was measured by seven different methods. Subjects were 137 high school and college students, parents of high school students, and older adults who were paid for taking the 3-hour bat-

tery of tests. The average convergent validity values were .54 for self-acceptance, .41 for self-assessment, and .40 for acceptance of others. The correlations among constructs using different methods showed strong discriminant validity when each of the two self-constructs was compared with acceptance of others. Although sufficient discrimination was demonstrated for self-acceptance and acceptance of others to warrant calling them separate constructs, the average correlation between the two of .21 was in keeping with their theoretical relationship. (Author)

ED 096 591 95 CG 009 290

Survey of City/County Drug Abuse Activities 1972.

Drug Abuse Council, Inc., Washington, D.C.

Pub Date Sep 73

Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Community Programs, Community Services, \*Comparative Analysis, \*Drug Abuse, Drug Education, Law Enforcement, \*National Surveys, Rehabilitation Programs, \*State Programs, Statistical Data

This monograph is the second of a two-part report delineating state and local government activities and programs in the area of drug abuse. Presented here are the efforts of cities and counties to control drug abuse, accompanied by comparisons with state actions where appropriate. A survey instrument was developed by the Drug Abuse Council, Inc. and distributed in 1972 to 409 cities and 313 counties, nationwide. Survey results for cities and counties were analyzed separately and were then further subdivided for analysis by size and by region. The five topic areas of the report are treatment and rehabilitation, education, law enforcement, administration, and funding. A major finding included the identification of nearly 1,000 methadone maintenance patients under the age of 18—a surprisingly large number. Employment rates among individuals enrolled in state, city, and county operated methadone maintenance programs were found to be very low. The response by many public schools to student drug use was particularly disturbing, and while many jurisdictions provided statistics on the number of arrests for possession and sale of marijuana and heroin, few provided followup information on these arrests. (Author/PC)

ED 096 592 95 CG 009 293

Hetzel, Alice M. Cappetta, Marlene

Teenagers: Marriages, Divorces, Parenthood, and Mortality. Series 21 - No. 23.

National Center for Health Statistics (DHEW),

Rockville, Md.

Report No—DHEW-(HRA)-75-1901

Pub Date Aug 74

Note—50p.

Available from—U. S. Government Printing Office, Washington, D. C. 20402 (HC \$0.75) DHEW-(HRA)-75-1901

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Death, \*Government Publications, Illegitimate Births, \*Marital Status, \*Parent Responsibility, Statistics, \*Teenagers

This government publication presents statistics and discussion on teenage marriages, divorces, parenthood, and mortality. In sheer numbers teenagers account for a large share of the marriages and births, especially illegitimate births. In 1969, about one-third of all brides and 14 percent of grooms were teenagers; in 1968 17 percent of all births and nearly 50 percent of the illegitimate births were to teenage mothers. On the other hand, the proportion of divorces granted to teenagers is small. More significant is the large proportion of divorces granted to persons who married in their teens (46 percent for women and 19 percent for men). The total number of deaths among teenagers also is small, and the death rate from all causes combined is low. Motor vehicle accidents, however, take a heavy toll from the teenage group; in 1969 the age group 15-19 years ranked a close second to the age group 20-24 years in more deaths from this cause than any of the other five-year age groups throughout the entire life span. These and other facts presented in this report on teenagers were derived from the vital statistics of the U. S. Bureau of the Census. Figures for marriages and divorces were obtained or estimated from data provided by states.

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Discussions of estimating procedures and of reliability of the estimate appear in the appendix to this report. (Author/PC)

**ED 096 593** 95 **CG 009 312**

Bassett, Paul T.

**Establishing a Research Utilization Specialist in a State Vocational Rehabilitation Agency. Final Report.**

Virginia State Dept. of Vocational Rehabilitation, Richmond.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date May 74

Note—134p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—\*Information Dissemination, Program Development, Program Evaluation, \*Rehabilitation Programs, Research Needs, \*Research Utilization, \*Specialists, \*State Agencies

This document reviews the Virginia Research Utilization Specialist (RUS) project which began in 1969 to assist in demonstrating effective methods of research utilization in the State Vocational Rehabilitation Agencies. Nine RUS personnel were involved in the demonstration project and developed the following activities: (1) work on a statewide level to promote the usage of meaningful findings for program improvement; (2) work cooperatively with supervisors and administrators in solving vocational rehabilitation problems through research findings; (3) evaluate and interpret research findings for use in identifying new patterns for improved service delivery; (4) maintain informal contact with counselors in order to determine an adequate picture of their needs; (5) plan and provide for temporary systems—institutes and seminars; and (6) conduct special studies for the purpose of determining program needs within the vocational rehabilitation department. Special attention is given in the report to the Research Information Center which helps to stimulate awareness and interest in research findings as well as in the maintenance of material from which new ideas for program improvement may be generated. The impact of the RUS project is discussed, and guidelines for the establishing of a rehabilitation agency information center are presented. (Author/PC)

**ED 096 594** **CG 009 323**

Wine, Jeri Dawn

**Test Anxiety and Self-Attention.**

Spons Agency—Ontario Mental Health Foundation, Toronto

Pub Date Aug 74

Note—30p.; Presented at the American Psychological Association Annual Conference (New Orleans, Louisiana, August, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Anxiety, Behavioral Science Research, Behavior Change, \*Response Style (Tests), Speeches, Stress Variables, \*Testing Problems, \*Tests

This paper describes an ongoing treatment program based on a cognitive-attentional interpretation of text anxiety. The primary goal is to train students to eliminate self-relevant thinking, and increase task-relevant thinking, i.e., to turn their attention from the self to the demands of the external situation. Three studies are described. The first involved 16 university students in three treatment conditions (Task-Attending, Task-Attending and Relaxation Training, and Self-Attending.) Results indicate that training in task-attending, with or without relaxation training, was beneficial to students' anxiety levels. The second study involved 48 test-anxious third and fourth graders. Sixteen children were placed in a task-attending training group, another 16 were in a placebo treatment group while still another 16 were in a no-treatment control group. There was a reduction in test anxiety level for all groups, with the group given task-attending training showing the most improvement and the no-treatment group the least. The third study launched in Fall 1973 and continuing through Spring 1975 involves an ongoing project with university students, and examines effects of exposure to modeling videotapes, and extensive task practice. The author believes test anxiety is only one aspect of a more general personality disposition of evaluation anxiety. (Author/HMV)

**ED 096 595**

Bone, Jan, Ed.

**Commission on the Status of Women. Report and Recommendations to the Governor and the General Assembly June, 1974.**

Illinois State Commission on the Status of Women, Springfield.

Pub Date Jun 74

Note—71p.

Available from—Documents/Serials Branch, Illinois State Library, Centennial Building, Springfield, Illinois 62756

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Bias, Civil Rights, \*Discriminatory Legislation, \*Equal Opportunities (Jobs), \*Females, Nondiscriminatory Education, Research Projects, \*Sex Discrimination, State Legislation

**Identifiers**—\*Illinois

This report by the Illinois Commission on the Status of Women studied such subjects as employment practices and policies; Illinois labor laws; the family and the employed woman; non-discriminatory education; and expanded programs to help women as wives, mothers and workers. Its recommendations briefly include: (1) Illinois ratification of the Equal Rights Amendment; (2) implementation of the 1970 Illinois State Constitution as it relates to prohibition of sex discrimination; (3) amendment of the Fair Employment Practices Act; (4) support of state legislative bills on survivor benefits and on increased employment opportunities in state government; and (5) adequate funding for the Commission on the Status of Women. Biographical data is listed for the women senators in the Illinois legislature in June 1974. (Author/HMV)

**ED 096 596** **CG 009 342**

Marriott, Cindy Harshbarger, Dwight

**The Hollow Holiday: Christmas, A Time of Death in Appalachia.**

West Virginia Univ., Morgantown. Dept. of Psychology.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Bureau of Community Environmental Management.

Pub Date [73]

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavioral Science Research, \*Behavior Patterns, \*Death, Individual Psychology, \*Psychological Patterns, Research Projects, \*Social Influences

**Identifiers**—Appalachia

An inquiry was conducted into the question of the influence of Christmas and Easter on the occurrence of death. The authors hypothesized that dying might be postponed until after these two important events resulting in a significantly increased frequency of death after these holidays. Obituaries were read for 4 weeks before and 4 weeks after each holiday for 6 alternate years beginning in 1960 and ending in 1970. Chi square analyses were calculated for each week. The results indicated a significant peak two weeks after Christmas ( $p$  less than .05). The Easter data did not corroborate the author's hypothesis. (Author)

**ED 096 597** **CG 009 359**

**Accountability in Guidance Services. A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan.**

Texas Education Agency, Austin. Div. of Guidance Services.

Pub Date Aug 73

Note—82p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Accountability, \*Counseling Programs, Guidance Functions, \*Guides, Needs, \*Performance Based Education, \*Program Development, Program Effectiveness, Public Schools, Research Projects

**Identifiers**—Texas

In recognition of the need for guidance services to be accountable for their portion of the educational process, this guide was designed for the development of a competency-based, outcome-stated plan by each school district in Texas. The guide covers the five phases of the planning process and the counselor competencies required. The format is designed to demonstrate a viable

**CG 009 325**

model for the development of an accountable guidance plan. The publication is divided into two major parts. The first part consists of a statement of the five sequential phases of the planning process for a guidance program plan. These sequential phases are: (1) assessing needs, (2) setting priorities, (3) developing objectives, (4) developing activities to achieve objectives, and (5) evaluating program. The second part briefly outlines the five phases with their objectives, processes, and outcomes restated without the explanatory narrative statements. The authors suggest that in developing a district guidance plan, the effectiveness of the objectives and processes would be measured in terms of pupil outcomes. Extensive appendices include examples of needs assessment instruments, district guidance plans, and an evaluation format. (Author/PC)

**ED 096 598** **CG 009 371**

Thorsell, Bernard Chambers, Robert

**The Adjudication Process and Self-Conception.**

Pub Date Aug 74

Note—25p.; Presented at the American Psychological Association Annual Conference (New Orleans, Louisiana, August, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Court Litigation, \*Cultural Factors, \*Delinquents, Psychological Characteristics, Racial Differences, \*Self Concept, \*Sociocultural Patterns, Speeches, Youth Problems

The hypothesis that the adjudication process changes self-conception was explored by analyzing responses to the Twenty Statements Test. Self-conceptions of adjudicated male juvenile offenders were found to be significantly more negative than those of male juvenile non-offenders. White offenders exhibited the most negative self-conceptions, chicano offenders ranked next, and black offenders displayed self-conceptions as positive as those of non-offenders. The hypothesis was shown to apply to adjudicated offenders as a group but not to hold across race and ethnic lines. The ethnic differences found can be explained by noting the social meaning of the adjudication process in each ethnic community. (Author)

**ED 096 599** **CG 009 380**

Hart, Roy H.

**Problems of International Students Enrolled in Texas Public Community Colleges as Perceived by International Students and International Student Advisors.**

Pub Date Aug 74

Note—41p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*College Students, Comparative Analysis, \*Foreign Student Advisers, \*Foreign Students, \*Identification Tests, Research Projects, \*Student Problems

**Identifiers**—\*International Student Problem Inventory, ISPI

This study investigates student personnel problem perceptions of international students and international student advisors on selected community college campuses in Texas. The International Student Problem Inventory (ISPI) was administered to 220 international students and 30 international student advisors. Percentages were utilized to identify and compare problem perceptions of those taking the ISPI. Based on responses from the questions, some of the findings were: (1) international student advisors and international students perceived the most problems in the areas of the English language, financial aid, admissions and selection, and academic advising and records; (2) no significant differences were found between urban and rural student perceptions; (3) female students showed significantly different perceptions in several areas when compared with male students; (4) no significant differences were found between students on campus for varying lengths of time; and (5) no significant differences were found between married and single students. The author recommends that another study be undertaken to identify the existing and ideal background, role, and function of a model international student office in a public community college. (Author/PC)

ED 096 600 95 CG 400 050

Benjamin, Libby And Others

Paraprofessionals in Human Services. An ERIC/CAPS Perspective on the Preparation, Training and Future of the Paraprofessional Counselor.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Jun 74

Contract—OEC-3-6-002487-1579(010)

Note—147p.

Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (HC-\$3.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Counseling, Counselor Role, Educational Programs, \*Futures (of Society), \*Paraprofessional School Personnel, Research Projects, \*Role Perception

This monograph discusses the preparation, training, and future of the paraprofessional counselor and tries to assist the reader in developing an informed judgment as to the potential use of the paraprofessional—now and in the future. Important issues and problems of the paraprofessional are identified through research studies and existing practices. (Author/PC)

ED 096 601 95 CG 400 065

CAPS Capsule. Vol. 6, No. 1.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date 72

Contract—OEC-3-6-002487-1579(010)

Note—8p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, Michigan 48104 (Free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Counseling Theories, \*Newsletters, Resources

Identifiers—\*Reality Therapy

This occasional newsletter, published by the ERIC Clearinghouse on Counseling and Personnel Services, contains articles on Reality Therapy based on an interview with William Glasser. Other features include: (1) a description of ERIC; (2) research briefs; (3) resource materials; and (4) an article on counselor role by the clearinghouse director. (CJ)

ED 096 602 CG 400 102

Walz, Garry R., Ed. And Others

Impact: Advancing Human Services. Vol. 3, No. 2, July 1974.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Jul 74

Contract—OEC-3-6-002487-1599(010)

Note—66p.

Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (HC-\$3.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Higher Education, \*Models, Periodicals, \*Program Development, Public Schools, \*Student Personnel Work, Teachers

Identifiers—\*Impact Magazine

This periodical, part of a bimonthly series produced by the ERIC Counseling and Personnel Services Information Center, presents articles and information and examines several models, techniques and programs for teachers, student personnel workers, and laymen in the fields of counseling and education. Regular features include exemplars, research findings, resource and survey results. (PC)

ED 096 603 CG 400 107

Knowles, Richard T. To, Cho-Yee

An Experimentalist Approach to Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Jun 74

Contract—OEC-3-6-002487-1579(010)

Note—76p.

Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (HC-\$3.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Counselor Functions, \*Counselor Role, Counselors, \*Historical Reviews, \*Human Development, \*Philosophy, State of the Art Reviews

This manuscript projects from John Dewey's basic philosophical themes to a conception of the role of the counselor in contemporary society. The publication serves as an impetus to readers to pursue their own introspective, analytical discourse in order to determine the "what" and "how" of guidance in an uncertain and changing world. (Author/PC)

## CS

ED 096 604 CS 001 136

Lieberman, Isabelle Y.

Segmentation of the Spoken Word and Reading Acquisition. Orton Society Reprint Series, No. 54.

Pub Date 73

Note—15p.; Paper presented as part of the Symposium on Language and Perceptual Development in the Acquisition of Reading at the meeting of the Society for Research in Child Development (Philadelphia, March 1973)

Available from—Orton Society, Inc., 8415 Belona Lane, Towson, Maryland 21204 (\$0.50)

Journal Cit—Bulletin of The Orton Society; v23 p65-76 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Grade 1, Kindergarten Children, Perceptual Development, \*Phonemes, Preschool Children, Reading, \*Reading Research, Reading Skills, \*Structural Analysis, \*Syllables

The purpose of this study was to determine how well children can identify the number of phonemic segments in spoken words and how this compares with their ability to deal similarly with syllables. The subjects were 46 preschoolers, 49 kindergartners, and 40 first graders. Alphabetized class registers were used at each grade level to divide the children into two experimental groups, one assigned to phoneme segmentation and the other to syllable segmentation. The subjects were required to repeat a word or sound spoken by the examiner and to indicate, by tapping a wooden dowel on the table, the number of the segments (phonemes in one group, syllables in the other) in the stimulus items. The test trials consisted of 42 randomly assorted individual items of one, two, or three segments which were presented without prior demonstration and corrected, as needed, immediately after the child's response. Testing was continued through all 42 items or until the child reached the criterion of tapping six consecutive trials correctly without demonstration. The results indicated that the test items were more readily segmented into syllables than into phonemes. Ability to perform phoneme segmentation did not appear until age 5, and then only in 17 percent of the subjects. (WR)

ED 096 605 CS 001 144

Lieberman, Isabelle Y. And Others

Letter Confusions and Reversals of Sequence in the Beginning Reader: Implications for Orton's Theory of Developmental Dyslexia.

Pub Date 71

Note—18p.

Journal Cit—Cortex; v7 p127-42 1971

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Beginning Reading, Decoding (Reading), Dyslexia, Grade 2, Letters (Alphabet), \*Miscellaneous Analysis, \*Reading Processes, \*Reading Research

The pattern of errors of second grade pupils in reading isolated words was analyzed, particularly with respect to reversals of letter sequence and letter orientation. These occurred in significant quantity only among the poorer readers in the class. The two types of reversals were uncorrelated and, therefore, cannot reflect a single

process. Sequence reversals were more closely related to other kinds of reading errors than were orientation reversals. The linguistic context as well as optical reversibility of letters is a determinant of confusions in letter orientation. Reading ability assessed by the analytic test composed of isolated words was highly correlated with reading proficiency on a conventional paragraphs test. This suggests that the problems of the beginning reader have more to do with word construction than with strategies for scanning connected text. (Author)

ED 096 606 CS 001 206

Lindamood, Charles H. And Others

Auditory Conceptualization and Group Measured Reading Comprehension Performance in Third Grade.

Pub Date May 74

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Auditory Discrimination, \*Auditory Perception, Decoding (Reading), Grade 3, Literacy Education, Phonetic Analysis, Reading Ability, \*Reading Comprehension, Reading Development, \*Reading Research, \*Reading Skills

Auditory conceptualization as an important factor in literacy development is investigated in this study. Earlier research with the Lindamood Auditory Conceptualization (LAC) Test identified this factor at each grade level, kindergarten through grade twelve, and delineated a LAC Test breakpoint score which was sharply discriminative of reading performance as measured by the individually administered Wide Range Achievement Test. In this study, over 1520 third grade students were tested on their ability to perceive number, identity, and sequence of phonemes in both isolated and syllabic relationship and to conceptualize the auditory stimulus with a sequence of colored blocks, as measured by the LAC Test. Performance was correlated with reading performance as measured by the Cooperative Primary Reading Test (CPRT). The earlier findings were replicated. A comparable breakpoint score was sharply discriminative of reading performance, and a positive correlation was found between CPRT scores and LAC Test scores. This suggests that elemental phonemic analysis skills account for a significant proportion of the variability in measure of the most advanced skills in reading. (Author/TO)

ED 096 607 CS 001 218

Biemiller, Andrew

Reading Readiness—A Major Research Problem.

Pub Date May 74

Note—20p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adults, Elementary School Students, Reading Ability, Reading Achievement, \*Reading Readiness, \*Reading Research, \*Reading Skills, \*Reading Tests

This document presents cross-sectional and longitudinal data relating the time required to read orally 50 unrelated letters, 50 unrelated words, and 100 words in text among first to sixth grade children and adults. Results include concurrent correlation between letter, word, and text times ranging between .18 and .92 with a median of .77. Longitudinal correlations between grades two and six ranged from .21 to .96 with a median of .78 indicating a high level of developmental stability and strong relationships between the abilities to read letters or words rapidly at an earlier age and reading text rapidly at a later age. Multiple regression analyses indicate that letter time variance is associated with a median of 46 percent of text time variance, while additional skills affecting word time variance is associated with a median of 27 percent of text time variance between grades two and six. These and the remaining results may be interpreted to indicate the existence of a developmental reading speed ability which is not primarily dependent on word identification or context-using skills. (Author/SW)

### 36 Document Resumes

ED 096 608 CS 001 226

Dech, Robert H.  
Story-Related Films in Eighth Grade Developmental Reading.

Pub Date [73]  
Note—4p; Experiment used as a basis for author's dissertation, Lehigh University

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Audiovisual Aids, \*Developmental Reading, \*Films, Grade 8, Reading, Reading Comprehension, Reading Improvement, \*Reading Instruction, \*Reading Research, Vocabulary

A major portion of the experiment described in this paper involved two classes which were taught with the basal reader alone and one class which was taught with a basal reader and story-related films. A secondary portion of the experiment involved the use of non-story-related films with a third group of students as a positive reinforcement for good performance in daily reading exercises and good classroom behavior. The experiment lasted one school year. The eighth grade subjects were pretested and posttested with the Gates-MacGinitie Survey E, forms 1 and 3. Since the material in the basal reader did not fill the entire school year, supplementary materials were used to avoid decreasing the length of the experiment. The examination of possible difference between pretest scores and posttest scores indicated no significant difference in favor of any of the three groups in vocabulary or comprehension. However, students in all three groups gained an average of one and one-half years in reading comprehension. (WR)

ED 096 609 CS 001 248

Adams, W. Royce  
The Reading Instructor's Role in Assisting Content Area Instructors in Reading and Study Skills.

Pub Date May 74  
Note—7p; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Instruction, \*Content Reading, \*Developmental Reading, \*Inservice Teacher Education, Preservice Education, \*Reading Instruction, Reading Research, Reading Skills, Remedial Reading, Secondary Education, Study Skills

The problems with the premise that content area instructors should be teaching reading and study skills are many. Content teachers, particularly at the college level, disagree with the premise: "If a student can't read, he doesn't belong in college"—type of philosophy. On the whole, content teachers have never been exposed to a course on reading theory or skills. Many reading teachers and coordinators are not prepared properly to gain the interest or involvement of other teachers. But the biggest problem in obtaining the cooperation of other teachers in a developmental reading program is that reading personnel have turned reading into a course, or several courses, and in many cases reading labs and reading centers. Suggestions for making reading courses and reading teachers more helpful for students and for content instructors include finding and using available research relating to reading in the content areas; providing services for subject matter teachers such as testing, conducting workshops for students and for staff members, making modules in vocabulary or comprehension, and explaining the program and offering materials for use in their classrooms; and developing credit courses and workshops in reading for teachers and students and using reading courses as preservice teacher training. (TO)

ED 096 610 88 CS 001 306

Project READ.  
Inglewood Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73  
Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Elementary Grades, Individualized Reading, \*Inservice Teacher Education, \*Programmed Instruction, Reading, \*Reading Difficulty, \*Reading Failure, Reading Improvement, Reading Materials, \*Reading Programs, Reading Skills, Secondary Grades

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This project demonstrates an individualized continuous progress reading program for pupils identified as educationally disadvantaged in reading. The program uses Sullivan reading materials, supplemented by other reading activities according to individual need. A daily program in individualized reading period was provided and teachers and aides assisted individual pupils as needed. The major objective of the project was to reduce the number of children who were reading below grade level at the project target schools. Activities specifically designed to meet the objective include: providing facilities, personnel, and materials; selecting pupils who met the project criteria; providing inservice training for project teachers concerning the use of Behavioral Research Laboratories reading materials; evaluating pupil needs and prescribing a related program; and providing continuous monitoring of pupil progress. The evaluation findings indicated that project pupils, especially those in kindergarten and grades 1 and 2, were by and large meeting major and specific performance objectives; criterion-referenced progress test objectives were all being met; and the number of children reading below grade level was reduced considerably. (WR)

ED 096 611 CS 001 314

Britton, Gwyneth E.  
Danger: State Adopted Reading Texts May Be Hazardous to Our Future (Racism and Sexism Perpetuated in Reading Series).

Pub Date Jul 74  
Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Basic Reading, Females, Instructional Materials, Males, \*Minority Role, \*Racial Discrimination, Reading, \*Reading Materials, Reading Research, \*Sex Discrimination, Sex Stereotypes, Textbooks

The purpose of this study was to provide documentation of facts regarding the issues of representation, sexism, and stereotyping of racial ethnic minorities in twenty different reading series. There were 5,242 stories analyzed from 244 different reading texts. Major character representation for racial/ethnic minorities showed 698 stories. The minority male was represented 462 times, or 9 percent of the time, as a major character. The minority female was shown 137 times, or 3 percent of the time. The category of "other," which included stories that could not be assigned to either male or female designations, totaled 99 stories, or 2 percent of the total stories. The frequency of career roles shown for all races was 4,802, with males assigned to 3,847 or 80 percent of the career roles. Anglo males were shown in 70 percent of the career role assignments, or 3,371 times. Minority males, in contrast, were shown in 10 percent of the roles, or 476 roles. The anglo female was represented in career roles in 743 instances, or 15 percent of the time. The minority female was shown in 212 career roles or in 4 percent of the total number of career roles. (Author/WR)

ED 096 612 CS 001 317

New Dimensions in Language Development Skills for Rural Schools. End of Budget Period Report and Final Project Report.

Shasta County Superintendent of Schools, Redding, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73  
Note—110p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Curriculum Development, \*Effective Teaching, Elementary Grades, Reading, \*Reading Achievement, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills, Teaching Techniques  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The purpose of this project was to increase the reading achievement of students in kindergarten through grade 8 in three rural schools in Shasta County, California. Current practices in the teaching of reading and the fine arts were analyzed and recommendations were made for the implementation of new techniques and methods to be incorporated into the reading program.

It was hoped that these innovations would result, at the end of the project, in students reading at significantly higher levels. Activities consisted of the finalization of program design and the printing and distribution of an operational program manual. A teacher inservice program provided instructional activities to promote teacher acquisition of predetermined skills. (Author/WR)

ED 096 613 CS 001 318

Right to Read Reading Clinic, Project Report for Period July 1, 1972 to June 30, 1973.

Parkway School District, Chesterfield, Mo.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73  
Note—134p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Elementary Grades, Reading, \*Reading Clinics, \*Reading Diagnosis, Reading Improvement, Reading Instruction, \*Reading Programs, \*Reading Tests, Remedial Reading  
Identifiers—Elementary Secondary Education Act Title III, Missouri, Parkway School District, \*Right to Read

This document reports on Parkway Missouri School District's Right to Read Reading Clinic aimed at improving the reading abilities of elementary school students. The contents consist of objectives, staffing procedures, testing, diagnosis, diagnostic tests, screening tests, case report forms, remediation phases, case study, case report, counselor evaluations of selected children, dissemination procedures, and critical analysis of the project. (WR)

ED 096 614 CS 001 324

Robinson, H. Alan And Others  
Expressed Reading Interests of Young Children:

An International Study.

Pub Date Aug 74  
Note—35p; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Cross Cultural Studies, Cultural Factors, Grade 1, Grade 2, \*Independent Reading, Primary Grades, Reading, \*Reading Interests, Reading Materials, \*Reading Research

Identifiers—Austria, Canada, England, Israel, Italy, Japan, Netherlands, Panama, Sweden, United States

A study of the current expressed reading interests of children in the first two years of school conducted in ten countries—Austria, Canada, England, Israel, Italy, Japan, the Netherlands, Panama, Sweden, and the United States—is reported in this paper. Over 2,000 children drew pictures about what they would best like to read or have read to them. They were then interviewed for additional information in an attempt to ascertain the derivation of their interests. Specific topics drawn and/or stated by the children are listed along with the categories into which topics were placed. Three of the conclusions appearing to grow out of the study are: although some significant differences emerged from country to country, there were more similarities in interests across the ten countries than differences; fairy tales and fantasies were the most preferred expressed reading interests of first- and second-year children in the ten countries; and reading interests of second-year children demonstrated more preferences for nonfictional topics than the interests of first-year children. (Author/WR)

ED 096 615 CS 001 325

Geoffrion, Leo David  
Oral Reading Errors of Average and Superior Reading Ability Children.

Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 74  
Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Decoding (Reading), Grade 4, Grade 5, Grade 6, Males, \*Oral Reading, Reading, \*Reading Ability, Reading Achievement, \*Reading Research, \*Reading Skills

Oral reading samples were gathered from a group of twenty normal boys from the fourth through sixth grades. All reading errors were coded and classified using a modified version of the taxonomies of Goodman and Burke. Through cluster analysis two distinct error patterns were found. One group consisted of students whose performance was limited mainly by their ability to decode the printed symbols into a usable internal code, while the other group was limited more by cognitive factors centering on their inability to understand what they read. The information-limited boys were found to have an oral reading grade level over two years advanced beyond that expected from silent reading tests and from their verbal IQ, while the decoding-limited boys were average in all three areas. Information-limited boys made more effective use of graphic and phonic cues while reading but were much less likely to conserve semantic information when they made reading errors. No consistent differences were found in the use of syntactic cues. (Author)

**ED 096 616** CS 001 326

McLaughlin, Robert J.

**Extraversion-Introversion and Verbal Learning.**  
Pub Date Sep 74

Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Research, \*Learning Theories, \*Literature Reviews, \*Paired Associate Learning, \*Personality Studies, Serial Learning, \*Verbal Learning  
Identifiers—\*Extraversion, Introversion

The data from verbal learning studies have been partially instrumental in the development of the theory of extraversion-introversion (E-I) relative to levels of cortical arousal. In most of the studies relating E-I to verbal learning, the approach was to determine if there was an overall superiority for one of the personality groups. Differences in performance, even when obtained, do not prove that there are differences in learning rates. A stage analysis of paired-associate learning is one step in the direction of trying to localize the effects of E-I. Many researchers interested in the relationship of personality variables to verbal learning tasks are in essential agreement concerning the research strategy to be pursued. The shift is away from tasks such as paired-associate and serial learning toward the free recall tasks and recognition tasks. These tasks provide tools to answer much more specific questions. The specific questions being asked include the relationship of anxiety, extraversion, neuroticism, and ego-involvement to clustering, filtering, categorizing, pigeon-holing, detection sensitivity, and decision criteria. Relationships of this type will likely prove to be more valuable to our understanding of these personality dimensions. (Author/WR)

**ED 096 617** CS 001 328

Naron, Nancy K. Hall, James W.

**Developmental Changes in Long-Term Retention.**  
Pub Date Sep 74

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, August 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Research, Grade 3, Kindergarten Children, \*Learning Processes, \*Memory, \*Paired Associate Learning, Recall (Psychological), \*Retention

Two conflicting hypotheses were investigated in this study. The first is based on an interference theory of forgetting and assumes that forgetting is largely a function of proactive interference, i.e., a result of interference by previously learned material. The second is based on the improvement of memory due to basic mechanisms that may operate to produce marked increases in retentive abilities over the first few years of a child's life. The subjects were 45 kindergartners and 45 third graders randomly assigned to three experimental groups. The experimental conditions varied the amount of retention time between the original learning task and the retention tests. The retention intervals were six minutes, 48 hours, and four weeks. The learning task was a list of four paired associates. In each pair, the response term was a high frequency, one-syllable English

noun and the stimulus term was the Latin equivalent. The learning task and the retention tests were all conducted orally. The number of items correct on the three retention tests served as the dependent measure for analysis. The results indicated that when the degree of original learning is equated, children as young as five years of age can remember materials as well as third-graders over a retention interval as long as four weeks. (WR)

**ED 096 618** CS 001 330

Ingersoll, Gary M.

**Modality Preferences and Intersensory Associations in Children. Final Report.**

Indiana Univ., Bloomington. Dept. of Educational Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-3-0448

Pub Date Jun 74

Grant—NE-G-00-3-0100

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Auditory Perception, Grade 5, Grade 6, Learning Theories, \*Paired Associate Learning, \*Perception, Reading, Reading Achievement, \*Reading Research, Reading Skills, \*Visual Stimuli

This experiment tested conjectures concerning the effects of learners' attending preferences on the establishment of auditory-visual intersensory associations in a bisensory paired associate task. Attending patterns were identified through the use of a bisensory digit-span task. On the basis of fifth and sixth grade subjects' performance during the recall portion of that task, two groups of attenders were identified on the basis of visual error rate. Performance of those groups was then compared on a bisensory paired-associate task in which half of the bisensory pairs had the visual item defined as the nominal stimulus while half of the items had the auditory member so defined. Overall, the former condition was less difficult. An ordinal interaction was found in which the low visual errors group outperformed the high visual errors group in the later trials of the visual stimulus condition. No significant differences were found in the auditory stimulus condition. Further, some evidence was found that suggests a relationship between the attending patterns and reading achievement. (Author/WR)

**ED 096 619** CS 001 331

Johns, Jerry L.

**Manual for Administering, Scoring, and Using the Basic Reading Inventory (Revised and Enlarged).**

Pub Date 74

Note—99p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Informal Reading Inventory, Reading, \*Reading Ability, Reading Comprehension, \*Reading Diagnosis, \*Reading Instruction, \*Reading Skills, Reading Tests, Word Recognition

Identifiers—\*Basic Reading Inventory

This paper describes the Basic Reading Inventory, an individually administered informal reading test composed of a series of word lists and graded paragraphs which the child reads aloud to the teacher. Comprehension questions follow the reading of each paragraph. The contents include: "Preface"; "Description of the Basic Reading Inventory"; "Purposes of the Basic Reading Inventory"; "Testing Materials," which discusses the manual, performance booklets, test cards for word recognition, and test cards for the graded paragraphs; "Administering and Scoring the Basic Reading Inventory," which looks at establishing rapport and administering the word recognition test and graded paragraphs; "Determining Reading Levels," which discusses the independent, instructional, and frustration reading levels, determining reading levels from the word recognition test, and determining reading levels from the word recognition score in context; "Assimilating the Results for the Basic Reading Inventory"; and "Using the Basic Reading Inventory to Enhance Instruction," which examines ways of determining strengths and weaknesses in word attack and comprehension and analyzing miscues and developing strategy lessons. (Appendixes include the three forms of the Basic Reading Inventory,

Aids for Analyzing Results, Strategies for Common Reading Miscues, Readability Ratings, and Sources for Further Learning.) (WR)

**ED 096 620** CS 001 336

Allen, Virginia F. And Others

**What Does a Reading Test Test? and Helping with Reading at Home. Temple University, College of Education, Triple "T" Project Monograph Series, No. 1.**

Temple Univ., Philadelphia, Pa. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Grant—OEG-0-70-2046(721)

Note—55p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Beginning Reading, Grade 7, \*Parent Participation, Reading, Reading Achievement, \*Reading Comprehension, Reading Improvement, Reading Instruction, \*Reading Tests, \*Teaching Techniques

This monograph is composed of two papers, one which discusses a study undertaken to examine standardized reading tests in relation to pupils' performance and another which contains samples of materials that could be made available to parents by their children's teachers or by community leaders. The research project analyzed the scores of 61 seventh grade pupils who had taken the Standard Diagnostic Reading Test during the 1971 school year. From the analysis it appeared that only 42 out of 255 items were designed specifically to find out how well the pupil can comprehend printed prose. An examination of the items in the subtests on vocabulary and comprehension suggested that at least 27 of the 82 items could be failed by pupils for reasons other than inability to read. The materials intended for parents' use include samples of things parents can do to help with reading. The first samples are intended for use with younger children who are just beginning to read and contain activities for developing auditory discrimination, visual discrimination, and language development. Activities for older readers are suggested toward the end of the booklet and contain activities for developing comprehension, motivation, and language development. (WR)

**ED 096 621** CS 001 337

**Mobile Diagnostic Van; End of Project Year Report.**

Washoe County School District, Reno, Nev.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—28p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Motivation, \*Program Development, Reading, \*Reading Achievement, Reading Development, \*Reading Improvement, \*Reading Programs, Reading Skills, Reading Tests, Teaching Techniques

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This report discusses a project aimed at students both developing a positive attitude toward reading and related skills and showing at least a ten month achievement growth on the Stanford Achievement Test in word meaning, paragraph meaning, word study skills, spelling, and language over the pre-analysis survey of the same test. The contents include: "Project Procedure Summary," which presents a summary of activities, procedures utilized to accomplish the objectives, and procedures used for evaluation; "Summary of Evaluation," which discusses procedures that exceeded or met anticipated results, procedures that did not meet objectives, statistical data, non-statistical data, and recommendations; "Major Changes as a Result of the Projects," which looks at the changes that occurred within the school, students, staff, and community; "Activities Stimulated as a Spin-Off of the Original Title Three Program," which includes students assisting one another and an improved conferencing program; "Modification of the Program for More Effectiveness," which looks at inservice training and testing; "Educational Needs Met," which summarizes progress thus far; "Dissemination," which discusses dissemination procedures; and "Evaluation," which looks at commercial instruments, and expenditures used for student evaluation. (WR)

## 38 Document Resumes

**ED 096 622** 88 CS 001 339  
Motivation for Reading Improvement. Final Project Report.

Kit Carson Union Elementary School District, Hanford, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

Bureau No.—14-70-0290

Pub Date 73

Note—108p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Grade 5, Grade 6, Grade 7, Grade 8, Language Arts, Listening Skills, \*Motivation, \*News Media, Reading, Reading Comprehension, \*Reading Improvement, \*Reading Programs, \*Reading Skills, Teaching Techniques, Writing Skills

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This document reports on a project aimed at motivating students to develop attitudes that learning can be fun and that it can benefit them, and at discouraging students from working just to please the teacher. The project involved the use of a "News Laboratory," which included a United Press International wire service, various newspapers, magazines, and books. Those involved in the project were 120 fifth through eighth grade students. The activities developed to achieve the objectives consisted of students reading the various news media and then reporting their selections in an oral or written analysis in order to improve their reading rate and comprehension, listening abilities, and writing abilities. Pretests and posttests were administered to the students to determine if 75 percent improved their reading rate and comprehension seven months beyond the average growth shown during the last two years, if 60 percent of the students showed a 6 percent increase in listening skills, and if 80 percent showed a 10 percent gain in writing ability. Evaluation findings indicated that the listening objective had been more than met, the writing objective was 4 percent short of the objective goal, and the reading objective was 39 percent short of the projected goal. (WR)

**ED 096 623** CS 001 341  
Creating Christian Educational Communities: An Agenda for Catholic Education.

Archdiocese of Chicago School Board, Ill.

Pub Date Jun 72

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Catholic Educators, \*Catholic Schools, \*Curriculum Development, \*Educational Objectives, Educational Philosophy, \*Educational Planning, \*Educational Responsibility, Effective Teaching

This booklet is a summary of the goals and objectives the school office regards as the focus for its 3-year plan, AD'74 or the Archdiocesan Design for the Future. The contents include: "Organic Curriculum," which presents the goals and subgoals for Catholic heritage, personalized learning, interdisciplinary content, community-wide resources, quality relationships, and value development; "Shared Decision Making," which presents goals and subgoals for shared staff responsibility, community-based decision making, client participation in problem solving, and accountability; "Extended Time-Space," which presents goals and subgoals for year round schools, community-wide classrooms, the lighted school house concept, individual transition within the schools, and open enrollment for adults, non-Catholic students, and nonparochial students; and "Intra-System Support," which presents goals and subgoals for communication, inservice programs, communication among staff personnel, planned evaluation and reporting, shared resources, and development of support models. (WR)

**ED 096 624** CS 001 342  
Dissemination of the Job Corps Education Program.

Manpower Administration (DOL), Washington, D.C. Job Corps.

Pub Date [67]

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Adult Education, Career Education, Instructional Aids, \*Instructional Materials, \*Instructional Programs, \*Job Skills, Language Skills, Mathematics, Reading, Study Skills  
Identifiers—\*Job Corps

This document provides information on obtaining programs of the Job Corps basic education curriculum, the advanced general education program, the consumer education program, and materials for reading, mathematics, language study skills, and the world of work. Also listed are instructional materials used in Job Corps Civilian Conservation Centers Programs. Included among these are: "Reading Program," which includes beginning reading, graded reading selections, advanced reading materials, and a partial list of supplementary reading materials and equipment; "Instructional Materials Used in Job Corps Civilian Conservation Center Mathematics Program," which lists basic mathematics materials, remedial mathematics materials, and supplementary and advanced materials; "World of Work Program," which lists materials for use by individual pupils and soundstrips; "Language and Study Skills Program," which lists available filmstrips, tests, reference skills, and commercial materials; "Materials for the Advanced General Education Program," which lists publications of the American Council on Education, Job Corps Publications, program entry tests, students introductory and self-administered test materials, available lessons for various levels, and supplementary materials. (WR)

**ED 096 625** CS 001 343  
Reading Skills Development in Content Areas.

Handbook I.

Hampton City School Board, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date [73]

Grant—OEG-0-72-1235

Note—305p.

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

Descriptors—Biological Sciences, \*Content Reading, Earth Science, History, Junior High Schools, Mathematics, Natural Sciences, \*Reading Development, \*Reading Skills, Space Sciences, Teaching Guides, Unit Plan, \*Units of Study (Subject Fields)

Identifiers—Hampton, \*Right to Read, Virginia

This handbook, designed as part of the Right to Read Program in Hampton, Virginia, focuses on the development of reading skills within the content area classroom. Sections discussing the instructional and organizational strategies are followed by specific units of study. These individual units include learning objectives or concepts, materials, activities, and references. Unit titles are: "The Universe," "Meteorology: The Study of Weather," "Water Communities," "Land Communities," "The Three States of Matter," "Energy To Do Work," "A Nation in Conflict," "A New Nation Is Launched," "Inch Pill," "Geometry," "Fraction Fun," and "Mini Unit on Percents." (JM)

**ED 096 626** CS 001 344  
Reading Skills Development: Objectives and Activities. Handbook II.

Hampton City School Board, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date [73]

Grant—OEG-0-72-1235

Note—122p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Auditory Discrimination, Composition Skills (Literary), Critical Reading, \*Educational Objectives, Independent Reading, Individualized Instruction, Middle Schools, Psychomotor Skills, \*Reading Development, \*Reading Skills, Social Relations, Structural Analysis, Teacher Guidance, Teaching Guides, Visual Learning

Identifiers—Hampton, \*Right to Read, Virginia

The purposes of this handbook, designed as part of the Right to Read Program in Hampton, Virginia, were to provide the middle grade teacher with both a progressive reading skills objectives list with a suggested management system for using these skills in classroom reading instruction and a list of activities which can be used in teacher-directed or individual instructional settings (e.g., skill centers, learning centers, or in-

terest centers). The major portion of the handbook contains suggested activities keyed to the progressive skills listed sequentially as social interaction, visual/motor control, listening to stories, oral response to stimuli, auditory discrimination, response to pupil dictated accounts, word analysis, writing, critical thinking, free reading, inspectional reading, analytical reading, and synoptical reading. (JM)

**ED 096 627** CS 001 345  
Clark, Charles H. Farley, Frank H.

Children's Processing of Prose: Memory Facilitation by Expectation and Uncertainty in Text. Technical Report No. 259.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-259

Pub Date May 73

Contract—NE-C-003-0065

Note—14p.; Report from the Operations and Processes of Learning Component of Program I

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Children, \*Memory, \*Prose, Reading Comprehension, \*Reading Research, \*Retention, Rote Learning

This experiment investigated the assumption that children's learning and retention of prose material can be differentially affected by varying discrepancy from expectation (as established by an advance organizer). It was hypothesized that a passage which differed significantly from expectation would produce heightened arousal, which should in turn facilitate long- and short-term retention as measured by fact-inference comprehension measures. Furthermore, intermediate levels of discrepancy should produce better learning and retention than either the control or the completely discrepant extremes. From the data obtained, it was found that there was no significant effect on comprehension and retention due to passage condition. The retention interval effect indicated that forgetting took place. There was also a significant interaction between comprehension type (literal versus inferential) and retention, suggesting that the learning characterized by one type of question was retained to a greater extent than that characterized by the other, or that probably the original learning of material relevant to one question type was greater than that for the other type. (Author/SW)

**ED 096 628** CS 001 346  
Shirley, Don D.

Kansas Right-To-Read Project Program Evaluation, 1973-74.

Kansas State Dept. of Education, Topeka.

Pub Date Sep 74

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Effective Teaching, \*Inservice Teacher Education, Reading, Reading Development, \*Reading Improvement, Reading Instruction, \*Reading Programs, Reading Skills, \*Summer Workshops, Teaching Techniques  
Identifiers—Kansas, \*Right to Read

Two 1-week workshops dealing with reading and reading related topics were held during the summer of 1973 by the Kansas Right to Read Project. The workshops were designed to acquaint the 60 participants with new reading techniques and to prepare them to return to their schools and pass these techniques on to the other teachers. Two methods were used to determine the effect these participants had on their school systems after 1 year: first, a reading survey was completed by the teachers in the schools where the workshop members taught and second, the workshop participants wrote a narrative summary of their year's activities. Data from the teachers indicated that their reading programs improved significantly, particularly with reference to the use of behavioral objectives and reading programs for above and below average students. The workshop participants felt they had gained confidence, enthusiasm, awareness, and a sense of sharing with regard to the teaching of reading and were able to pass a degree of this on to other teachers in their buildings. Specific gains were made in establishing inservice programs, promoting individualized reading techniques, increasing the use of newspapers in the classroom, and

developing resource banks and skill boxes.  
(Author/WR)

**ED 096 629** CS 001 347  
Shirley, Don D.

**Kansas Right-To-Read Project Program Evaluation, Summer Workshop, 1974.**

Kansas State Dept. of Education, Topeka.  
Pub Date Sep 74

Note—8p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Inservice Teacher Education, \*Program Development, Reading, Reading Achievement, Reading Improvement, \*Reading Instruction, Reading Skills, \*Summer Workshops, \*Teaching Techniques  
**Identifiers**—Kansas, \*Right to Read

This paper reports on a Right to Read summer workshop held for selected classroom teachers. The objectives of the workshop were to provide the teachers with new reading related concepts, techniques, and materials so they could return to their own schools and share their knowledge and attitudes with other teachers. A total of 30 teachers participated in the workshop. The workshop was evaluated by the participants through daily session evaluation checklists, a pre-post workshop content survey, and a workshop summary. The overall evaluation score for the workshop was 9.8 on a 10 point score. The responses on the pre-post workshop content survey indicated that the teachers gained knowledge of select aspects of reading techniques and concepts. Comments in the daily and overall evaluations indicated that most teachers felt both a high degree of satisfaction with the workshop and that it had been a valuable part of their professional growth in the teaching of reading skills.  
(Author/WR)

**ED 096 630** CS 001 348  
Babcock, Natalie Martin, Norma

**A Systematic Approach to the Establishment of a Reading Lab.**

Pub Date Nov 73

Note—8p.; Paper presented at the Annual Meeting of the Western College Reading Association (Oakland, California, April 4-5, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Junior Colleges, \*Program Development, Reading, \*Reading Centers, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills, Secondary Education

This article proposes steps for a systematic, logical method of moving from a nonexistent or limited reading program at the secondary or junior college level to a highly effective one which better meets the needs of the students. The first step suggested is to survey general reading ability within a school in order to formulate the direction the proposed lab should take—enrichment, developmental, corrective, or remedial. The second step involves determining philosophy and basic educational policy to be employed within the laboratory setting. Step 3 requires an initial analysis of skills needs followed by an ongoing evaluation of progress based on daily performance, observable behavior, and development of positive attitudes. Step 4 involves determining which commercial and other instructional materials would best aid the instructor and the student in meeting specific goals. The fifth and final step is the monitoring of students' needs and materials to allow for proper allocation of funds for further staff development as well as for future selection of materials. (WR)

**ED 096 631** CS 001 349  
Bell, T. H.

**Getting Down to Basics in Reading.**

Pub Date Sep 74

Note—6p.; Paper presented at the Right to Read International Literacy Day Seminar (Washington, D.C., September 5, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Beginning Reading, Early Childhood Education, Elementary School Students, Federal Aid, \*Literacy, Reading Achievement, \*Reading Development, Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Readiness, \*Reading Skills  
**Identifiers**—Cooperative Research Act Title VII, National Reading Improvement Program, \*Right to Read

Title VII of the Cooperative Research Act, now the Education Amendments of 1974, makes it possible for preschool age children to get started on basic reading skills early enough that they won't still be reading at the third-grade level when they enter high school. It also assures elementary students that their reading instruction won't be neglected as soon as they learn the alphabet. The Office of Education is working on the Right to Read program in all states, and the focus of these efforts is on the early years, in an attempt to prevent grave reading problems later, and on the elimination of illiteracy. The first move in this direction was the establishment of the Right to Read Office in 1969, which coordinated, observed, and evaluated more than 200 demonstration projects it had funded to test the theories and practices of reading instruction. Title VII has established a National Reading Improvement Program to continue, expand, and follow up work begun by the Right to Read Office. The major emphasis of the new legislation's comprehensive program is on innovative reading projects, state programs, and areas of special emphasis. Information from reading programs like the ones in Chicago and Miami can be disseminated to other agencies. (SW)

**ED 096 632** CS 001 351  
The Right to Read: Education Briefing Paper.

Office of Education (DHEW), Washington, D.C.  
Right to Read Program.

Pub Date Aug 74

Note—5p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Adult Reading Programs, Community Coordination, Cooperative Programs, \*Literacy, \*National Programs, Program Coordination, \*Reading Instruction, \*Reading Programs, Reading Skills  
**Identifiers**—\*Right to Read

The Right to Read campaign is a national effort to eliminate illiteracy by 1980 and is funded by federal, state, local, and private contributions. First, it seeks to focus national attention on the fact that close to nineteen million adults and seven million children in the United States are functionally illiterate. Second, Right to Read is trying to encourage, coordinate, and facilitate efforts by government (federal, state, and local), industry, foundations, public interest groups, professional associations, schools, and adult training centers to improve reading instruction for all age groups. Right to Read has produced measurable results in its first three years. It has (1) funded school and community-based demonstration projects, (2) provided seed money to help state educational agencies develop and implement statewide Right to Read programs, and (3) coordinated its efforts with other Office of Education programs to provide greater impact on the nation's reading problems. (A summary of Right to Read programs and projects is given.) (TO)

**ED 096 633** CS 001 354  
Lieberman, Isabelle Y. And Others

**Explicit Syllable and Phoneme Segmentation in the Young Child.**

Pub Date [73]

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Beginning Reading, Child Language, \*Early Childhood Education, \*Phonemes, Phonemic Alphabets, \*Reading Development, Reading Skills, Speech, Speech Instruction, \*Syllables, Verbal Development  
**Identifiers**—\*Speech Research

Speech research suggests why phoneme segmentation is more difficult than syllable segmentation. This study provides direct evidence of a developmental ordering of syllable and phoneme segmentation abilities in the young child. By means of a task which required preschool, kindergarten, and first grade children to tap out the number of segments in spoken utterances, it was found that though ability in both syllable and phoneme segmentation increased with grade level, analysis into phonemes was significantly harder and perfected later than analysis into syllables. The relative difficulties of the different units of segmentation are discussed in relation to reading acquisition. (Author/SW)

**ED 096 634** CS 001 363

Caldwell, Robert McKinley

**A Comparison of a Programmed Text and a Computer Based Display Unit to Teach Reading Skills to Semi-Literate Adolescents.**

Pub Date 73

Note—219p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-20,910, MF-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

**Descriptors**—Adolescents, \*Computer Assisted Instruction, Doctoral Theses, \*Programmed Instruction, Reading, \*Reading Achievement, \*Reading Research, \*Remedial Reading, Retarded Readers

The problem investigated in this study was whether a significant difference in reading achievement on criterion-referenced measures could be obtained from two groups of semiliterate adolescents using a common program of reading instruction made available to one group in a programmed text and to the other through a computer-based display unit. Two groups of subjects between the ages of 14 and 18 with reading levels below fifth grade were given a reading program designed to teach semiliterate adolescents reading skills using occupational information as reading content. One group of 13 males and 5 females used a unit from their regular computer-assisted reading instruction, while another group of 28 males and 10 females used the same material presented in a programmed text. Pretest and posttest reading achievement was assessed using a criterion-referenced reading test of 31 items. Significant differences between pretest and posttest achievement were found for each group, indicating that each individual medium was successful in affecting the achievement of those learners using it. A comparison of pretest and posttest means for both groups, however, indicated that neither medium had a significantly greater effect on achievement. (Author/WR)

**ED 096 635** CS 001 380

Levin, Joel R. And Others

**The Effect of Stimulus Prefamiliarization on Children's Discrimination Learning. Technical Report No. 285.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-285

Pub Date Jan 74

Contract—NE-C-00-3-0065

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Discrimination Learning, Grade 4, Learning, Perception, \*Pictorial Stimuli, Reading, \*Reading Research, \*Verbal Learning, Visual Measures

This study was concerned with the effect of situational frequency manipulations on subsequent discrimination learning. The subjects were 104 fourth-grade children attending two elementary schools located in middle-class residential areas. Twenty-six subjects were randomly assigned to each of two picture conditions. The other 52 subjects were randomly divided between two word conditions. The learning of the discrimination list consisted of picture pairs preceded by either relevant or irrelevant prefamiliarization training. In the relevant prefamiliarization condition, subjects were pre-exposed to the pictures which occurred in the discrimination task. In the irrelevant conditions, subjects were exposed to materials unrelated to the discrimination-task pictures. In the experiment utilizing verbal materials, subjects learned a discrimination list consisting of word pairs after they received either relevant or irrelevant prefamiliarization training. A significant negative effect of prefamiliarization was found in both experiments. It was concluded that the effect of stimulus prefamiliarization generalizes across stimulus materials (pictures and words) and across age levels. (WR)

**ED 096 636** CS 001 404

Anderson, Richard C. And Others

**Retention of Text Information as a Function of the Nature, Timing, and Number of Quizzes.**  
Illinois Univ., Urbana.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.  
Report No.—AD-780-515  
Pub Date Feb 74

Note—23p.; For related document see ED 089 200

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-780 515/3GA, MF \$1.45, PC \$3.00)

Document Not Available from EDRS.

Descriptors—High School Students, Learning Processes, \*Memory, Psychological Studies, \*Psychological Tests, \*Recall (Psychological), Retention, \*Retention Studies

In two experiments a total of 662 high school students read a prose passage, took a verbatim or paraphrase quiz, and a week later completed a verbatim or paraphrase delayed test. Taking a quiz significantly enhanced performance on the delayed test. Performance was consistently much higher on the verbatim than on the paraphrase forms of quizzes and tests. Fitting the data rather well was a theory which assumes that a verbatim question is best at evoking retrieval of phonologically coded information in short term memory whereas a paraphrase question is best at instigating transfer of the information into long-term semantic memory. (Author)

ED 096 637 CS 001 405

The Pre-Reading Skills Battery; and Rationale for and Description of the Pre-Reading Skills Battery.

Center for Urban Education, New York, N.Y.  
Pub Date Apr 71

Note—265p.; See related document CS001406

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—Grade 1, Kindergarten, Reading Diagnosis, Reading Instruction, \*Reading Readiness, \*Reading Readiness Tests, Reading Skills, Reading Tests, Test Construction, Test Validity, \*Urban Education

Identifiers—\*Prereading Skills Battery

The Pre-Reading Skills Battery is a group-administered diagnostic battery measuring skills considered to be prerequisite to beginning reading instruction. Three major areas of skills are included: language, visual perception, and auditory perception. Within each of these three areas several skills are tested through two or three subtests. In some sub-areas there are two or three subtests for a particular skill covering a range of difficulty. The battery is so constructed that all the thirteen tests need not be given to determine a child's skills in each of the three areas. The tests in the pilot edition are: (1) meaning vocabulary, (2) auditory comprehension, visual comprehension, letter similarities, letter combination similarities, memory-letters, memory-letter combinations, auditory discrimination, (3) auditory blending, and auditory sequencing. A pilot edition of the test battery is included. (Author/TO)

ED 096 638 CS 001 406

Special Project in Urban Reading Tests, Component I: Pre-Reading Skills Battery.

Center for Urban Education, New York, N.Y.  
Pub Date Nov 71

Note—20p.; See related document CS001405

EDRS Price MF-\$0.75 HC-\$11.50 PLUS

POSTAGE

Descriptors—Early Childhood Education, Grade 1, Kindergarten, Reading Diagnosis, Reading Instruction, \*Reading Readiness, \*Reading Readiness Tests, Reading Skills, Reading Tests, Test Construction, Test Validity, \*Urban Education

Identifiers—\*Prereading Skills Battery

A number of criticisms have been made of currently available standardized pre-reading test materials in terms of their appropriateness for administration to urban children, their standardization, their content, and their required testing procedures. This new pre-reading skills battery has been designed as an urban oriented testing instrument to eliminate many of the existing test shortcomings and is ready for experimental edition publication. The battery can be group-administered by classroom teachers in the kindergarten or first grade prior to the start of formal reading instruction. It is intended to be used both as a screening device and as a diagnostic tool providing the teacher with information concerning a child's strengths and weaknesses in specific pre-reading skills areas. The single component sub-tests cover a range of pre-reading

skills, allowing the battery to be used appropriately with children who will be taught reading by any one of a variety of instructional methods. (Author/TO)

ED 096 639

CS 001 407

Smith, Rodney Pennell, Jr.  
Contributions to Reading in "Elementary English," 1924-1973.

Pub Date 73

Note—330p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-18,042, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, Doctoral Theses, \*Educational History, \*Literature Reviews, Reading, Reading Development, Reading Improvement, \*Reading Instruction, Reading Materials, \*Reading Programs, Reading Readiness

The purposes of this study were to search out, against a framework of discernible periods, representative "Elementary English" articles on reading which typify the trends, controversies, and research efforts of the era, and to assemble commentary about the selected articles into a single volume. Articles which best met a four point criteria were chosen and included in the study. Four periods and the major trends of each were identified: "The Early Years," which included the silent reading movement, phonics, and increased interest in reading disability; "War Years," which included the stronger trends of reading readiness and readability followed by word knowledge, word lists, and children's vocabulary; "The Anxious Years," which identified criticism and defense of reading instruction, critical reading, and linguistics and reading as the strongest trends; and "The Emergence of Individual Rights and Accountability," which looks at the major trends of disadvantaged, individualized reading, and literature and reading as well as minor trends such as new methodologies and technology, informal reading inventories, readability, and some attention to phonics. (Author/WR)

ED 096 640

CS 001 408

McAllister, Tom M.  
Reading Abilities of First and Second Grade Pupils Taught and Not Taught Reading Skills in Kindergarten.

Pub Date 74

Note—153p.; Ed.D. Dissertation, Brigham Young University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-18,247, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, Doctoral Theses, Early Childhood Education, \*Primary Grades, \*Reading Ability, Reading Instruction, Reading Programs, \*Reading Research, Reading Skills, \*Socioeconomic Influences

The progress of 1970-71 kindergarten students from systematically selected schools was followed until June 1973. A formal reading program was administered to experimental pupils as a part of the kindergarten curriculum. Findings indicate that pupils from high socioeconomic schools know concepts usually taught in kindergarten before they enter kindergarten. At the conclusion of kindergarten those students who were taught to read scored significantly higher on reading tests constructed of items from the reading program criterion tests than did the students not taught to read. In the 1970-71 phase, this reading advantage was still present at the end of the first grade but fell by the end of grade 2. In the 1971-1972 phase, the advantage of early reading was not present by the end of grade 1. Students from high socioeconomic schools scored higher at the end of grade 1 and grade 2. (Author/SW)

ED 096 641

CS 201 121

Project Secondary English: Teaching English to the Disadvantaged Student; A Description of the In-Service Component, June 1970-May 1973.

South Carolina Region 5 Educational Services Center, Lancaster.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—158p.; See related document CS201122

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—\*Disadvantaged Youth, \*English Instruction, Inservice Programs, \*Inservice Teacher Education, \*Low Achievers, \*Program Descriptions, Secondary Education  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project Secondary English

This report describes the inservice component of a project designed to enable 16 secondary English teachers to increase their understanding and develop their competencies in teaching disadvantaged, low achieving students. Included are descriptions of the resource materials used, curricula which were studied, a sample unit which was developed, a booklet of ideas for teaching various components of English to disadvantaged students, a listing of films which were viewed, and a listing of the sessions in which the teachers participated. (HOD)

ED 096 642

CS 201 122

A Clockwork English: Suggestions for Teaching English to Disadvantaged, Low Achieving Students.

South Carolina Region 5 Educational Services Center, Lancaster.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—117p.; See related document CS201121

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Composition (Literary), \*Disadvantaged Youth, English Instruction, \*English Programs, \*Language Development, Language Enrichment, Listening, Literature, \*Low Achievers, Mass Media, Secondary Education, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Project Secondary English

This guide incorporates the recommendations and suggestions of project teachers who were involved in establishing a secondary English program for low achieving, disadvantaged students. The ultimate purpose of the program is to foster successful language experiences which can improve students' self-concepts. The guide is divided into sections on reading skills, literature, writing, language, listening, and mass media. A bibliography of professional materials for English teachers is included. (HOD)

ED 096 643

CS 201 254

Mayfield, M. Kent  
Three Plays from the Japanese.

Pub Date Dec 73

Note—67p.; Ph.D. Dissertation, Walden University; Complete translated text of plays removed because of copyright restriction

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—\*Art Appreciation, Art Expression, \*Cross Cultural Studies, Cultural Awareness, \*Culture Conflict, Doctoral Theses, \*Drama, Higher Education, \*Literary Analysis  
Identifiers—\*Japan

This study is both an interpretation and a translation of three modern Japanese plays, providing an artistic perspective on the radical reordering of experience and thought with which modern man must grapple in cross-cultural encounters. An introductory essay prefaces each play, providing a historical, critical, or appreciative perspective from which to read the plays. Selections include: "The Golden Country," which tackles the theme of Japanese insensibility to Western concepts of God, sin, and death; "Vanished," which appears to be European both in the recognition of nihilism at the core of human life and in the appropriation of a Christian theology of hope; and "The Hour of the Rat," which attempts to revitalize traditions which have all but vanished from the surface of Japanese consciousness. The translations constitute an important part of the study. (Author/RB)

ED 096 644

CS 201 407

A Bank of Ideas (Experiences in Language), Grades 1-12 and Supplementary Materials.

Oklahoma Council of Teachers of English; Oklahoma Curriculum Improvement Commission, Oklahoma City; Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date 74

Note—311p.

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Composition Skills (Literary), Curriculum Guides, Dictionaries, Elementary Figures, Evaluation, Instructional Materials, \*Language Arts, \*Learning Activities, Learning Experience, Listening, Reading, Secondary Education, Speaking, Story Telling, \*Teaching Techniques, Word Study Skills

Focusing on language experiences as the key to effective learning and living, this Oklahoma state curriculum publication for grades one through twelve suggests viable alternatives in learning to cope with a world that demands immediate changes, adaptive solutions to a nonstatic environment, and a mental flexibility for harmonious interaction with fellow workers and learners. Teachers are urged to place more stress on learning, and lists of teaching trends and expected outcomes are provided. Each of the four "banks of ideas" consists of about fifty classroom experiences, for each of which information is given on emphasis, the learning objective, suggested materials, teaching strategies, learning activities, and evaluation. A booklet containing supplementary materials serves as a companion guide in implementing this program. Contents include twenty categories covering the various language arts activities. (JM)

ED 096 645 CS 201 473

Irwin, Martha

Living and Learning Within a Limited Budget.

Pub Date Nov 71

Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, Nevada, November 25-27, 1971)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Finance, Educational Quality, \*Educational Resources, \*English Instruction, \*School Community Relationship, \*Student Developed Materials, Teacher Developed Materials

Financial problems may be beneficial to certain learning situations because they may provide the teachable moment for educators to gain deeper understandings of alternative curricular practices, such as more extensive use of local resources to provide inexpensive but meaningful learning experiences. Educators must encourage and help students to function at their own levels as citizens in today's world. The curriculum must be life oriented to be meaningful, and it must be developed within available funds to be realistic. Teachers should involve students more in planning activities and in evaluating progress. Students should know why they are asked to undertake a certain study, what information they will gain from a particular experience, and what skills they are improving in and which ones need more work. A teacher may take a simple folk tale like "The Three Bears," which is a free resource, and with thought and careful planning involve students in thinking of other ways to present the tale than just reading and discussing it. Dramatizations, puppets, and flannel board figures may be possible media. Teachers might also be continually on the alert for worthwhile inexpensive learning materials and experiences that may be of interest to children. (SW)

ED 096 646 CS 201 474

Stancil, Genise A.

Descriptive Writing Unit.

District of Columbia Public Schools, Washington, D.C.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Composition Skills (Literary), \*Creative Writing, \*Descriptive Writing, English Instruction, Evaluation Methods, Secondary Education, \*Teaching Guides, \*Units of Study (Subject Fields), \*Writing Exercises, Writing Skills

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A twelve lesson descriptive writing unit for tenth graders is presented in this document. Each lesson lists one or more behavioral objectives, materials needed, the procedures to follow, the method of evaluation, comments about the lesson

by the teacher who used the plan, and suggestions for future use. Copies of the pre-test, the worksheets, assignment and instruction sheets, and evaluation forms are included. Throughout the unit the students evaluate each others' writing and then discuss both the writing and the evaluation. Of the 49 students who completed this unit, 43 felt the lessons helped them improve their writing. (TO)

ED 096 647 CS 201 494

Plattor, Emma E.

Teaching Listening.

Pub Date Apr 69

Note—8p.; Paper presented at the Conference of the Alberta English Council (Red Deer, April, 1969)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Instructional Materials, \*Language Arts, Learning Activities, Listening, \*Listening Comprehension, \*Listening Skills

This paper discusses available materials for teaching listening skills at various instructional levels. (1) Recordings—"Let's Listen," a recording of sounds, emphasizes stimulation, with one band allowing students to hear their own voices as well as other human voices. "Sounds and Images" permits students to listen to various recorded sound effects and after which they describe a scene which the sound suggests. (2) Books—David and Elizabeth Russell's book "Listening Aids through the Grades" presents 190 listening activities on a general instructional level. (3) Listening Programs—skill exercises in listening by SRA include specific listening activities for all levels, grade one through adult; "The Listen and Read Program" lists a series of thirty tape recordings and workbooks; "The Listen and Think Program" consists of fifteen tape recordings an integrated workbooks, plus teacher's guides, for each grade level from three to nine. (4) Standardized tests include the listening section of the Sequential Tests of Educational Programs and the Brown Carlson Listening Comprehension Test, which attempts to measure immediate recall, following directions, recognizing transitions, recognizing word meaning, and lecture comprehension. The processes of listening, sensory perception, and cognition are also discussed. (SW)

ED 096 648 CS 201 505

Farley, Frank H.

Children's Learning from Discourse: Arousal and Imagery Effects on Literal and Inferential Comprehension. Technical Report No. 266.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-266

Pub Date Sep 72

Contract—NE-C-00-3-0065

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Children, Cognitive Processes, Elementary School Students, \*Imagery, \*Learning Processes, \*Reading Comprehension, \*Reading Research, Reading Skills, \*Retention, Textbooks

The effects of imagery instructions, word arousal value, and retention interval on children's literal and inferential comprehension of text was studied using 459 grade 3, 4 and 5 students. Imagery instructions significantly facilitated inferential comprehension on the short-term retention test but this effect disappeared a week later. On the other hand, imagery instructions significantly impaired long-term literal comprehension. Thus the only factor found to significantly enhance long-term comprehension of text was the (positive) arousal manipulation. (Author/SW)

ED 096 649 CS 201 510

Quisenberry, Nancy L. Shepherd, Terry R.

Professional Competencies in First Year Teachers: Project Follow-Up. Final Report.

Southern Illinois Univ., Carbondale. Coll. of Education.

Pub Date Oct 73

Note—106p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Effective Teaching, Elementary Education, \*English Education, \*Language

Arts, \*Teacher Education, \*Teacher Education Curriculum, Teacher Evaluation, \*Teacher Guidance

Two basic problems prompted this study: that teachers need continuing professional assistance and that university professors involved in teacher preparation programs need continuous exposure to the real world of schools to maintain relevant university programs and courses. The project was intended to provide pilot work concerning the action goals for professional training in Illinois. Fourteen former students in Elementary Education 423—Teaching the Language Arts—who were also first year teachers (FYT's) were asked to fill out and return evaluation forms on the Southern Illinois University at Carbondale teacher education program and on the Elementary Education 423 course. Project directors (PD's) visited the FYT's a maximum of three times each during spring quarter, 1973. At the end of the quarter, the FYT's were asked to evaluate the follow-up project. Evidence showed that the PD's effected change in the FYT's through ideas, demonstration teaching, and materials. Respondents favored expanding the program in the future. A bibliography and appendices containing project materials are included. (JM)

ED 096 650 CS 201 511

O'Donnell, Roy C.

A Test of Perception of Agnate Sentence Relationships. Studies in Language Education, Report No. 10.

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Aug 74

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Relationship, \*Semantics, \*Sentences, Sentence Structure, Structural Analysis, Structural Grammar, \*Syntax, Tests, Transformational Generative Grammar

This test was designed to measure awareness of the relationship existing between sentences that are similar in specific semantic content but different in syntactic structure. The test consists of twenty-five items of the three-option multiple-response type, with the stem of each item being a "pattern" sentence to be matched with one of the three options. A variety of syntactic structures and alternatives is involved, including options among infinitive, gerund, and noun clause constructions or among relative clause, adjective, participle, and appositive constructions; deletion or retention of optional elements; initial or final order of elements; and active or passive constructions. Some option sentences differ from pattern sentences in respect to one structural feature, while others differ in respect to several features. Although the "Agnate Sentences Test" appears to have acceptable validity and reliability, a more refined instrument should be developed which focuses on the types of syntactic constructions and the quality of the option sentences. Tables of findings, a brief bibliography, and an appendix containing the complete test are included. (JM)

ED 096 651 CS 201 512

Barasch, Frances K.

A Strategy for Open Admissions: Memory, Imagination, Form.

Pub Date May 74

Note—11p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, \*Composition Skills (Literary), \*Creative Writing, Creativity, English Instruction, \*Literature, \*Open Enrollment, Student Motivation, Student Writing Models, \*Teaching Techniques

Identifiers—Baruch College

After an Open Admissions (OA) policy was established at Baruch college in New York City, heavy emphasis was placed on remedial English. This emphasis was unfortunate for creative students since it reduced all writing courses to a "utilitarian," pre-college level. OA students also need to develop their perceptions, imaginations, and abilities to express themselves in complex ways. One strategy employed to teach these advanced writing skills united memory, imagination, and form. After reading and discussing personal narratives, students wrote chronological narratives based on their memories about their

parents. Next, they wrote of their own past experiences. Finally, they united their earlier essays in short story form, having come to an awareness that a story is made of memory, imagination, and form. (SW)

**ED 096 652** CS 201 516

Hanson, Glenn  
Development of Artistic Perception in Students of Graphic Design: A Preliminary Report.  
Pub Date Aug 74

Note—9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
Descriptors—Communication (Thought Transfer), \*Educational Research, \*Graphic Arts, Higher Education, \*Journalism, Mass Media, Printing, Undergraduate Study, \*Visual Literacy

Identifiers—\*Maitland Graves Test

This study is an attempt to determine what level of artistic perception or art taste is brought into the classroom by students in schools of journalism and whether it can be demonstrated that design instruction can raise the level of artistic perception among journalism and advertising students. It was hypothesized that women would score higher in art taste than men, that graphic design majors would lead the other fields, and that advertising majors would outperform journalism majors. In random semesters from 1967 to the present, students in the beginning course in typography and graphic production at the University of Illinois were twice given the Maitland Graves test, an art-taste test. There were 142 males and 225 females among the first-test respondents; 118 males and 213 females took the second test. Test results verified the hypotheses. Granting the value of Maitland Graves's test, the raw data indicate that art taste—certainly an important ingredient in graphic design and visual communication—can be improved in the classroom. (RB)

**ED 096 653** CS 201 518

Surlin, Stuart H. Kosak, Hermann H.  
Advertising Graphic Design and Its Effect on Recall and Attitude: A Field Experiment.  
Pub Date Aug 74

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
Descriptors—\*Attitudes, Commercial Art, Communications, \*Design Preferences, Graphic Arts, \*Layout (Publications), Mass Media, Media Research, \*Publicize

Advertisers and other mass media communicators are interested in the potential cognitive and affective effects of various graphic designs, specifically relating to the recall of information and the attitude toward information presented. This study deals with the respondent's recall of information contained within an advertisement as well as the subject's attitude toward the ad itself and the product contained in the ad when the basic graphic design is manipulated—being either a circular, square, or triangular shaped advertisement. A mock-up of a new general readership magazine was developed with the manipulated advertisements for a new product inserted into three separate versions of the magazine. Ninety housewives and ninety college students were each shown one of the three mock-up magazine versions in a personal interview, in-field situation and responded to the questionnaire immediately after being exposed to the stimuli. It was hypothesized that the circular graphic design would be most effective and that housewives and students would not differ in their reactions to the advertisement. The first hypothesis was given general support, while the second was not. Conclusions are drawn which relate to the study's findings and to future research in the graphic design area. (Author/TO)

**ED 096 654** CS 201 521

Ryan, Michael  
Eight Case Studies of Communication Patterns in a Black, Urban Slum.  
Pub Date Aug 74

Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**  
Descriptors—Behavior Patterns, \*Black Community, \*Case Studies, Communication (Thought Transfer), Higher Education, \*Media Research, \*News Media, News Reporting, Public Opinion, \*Urban Slums

Identifiers—Philadelphia

The Kerner Commission was critical six years ago in its assessment of media coverage of black problems, and eight case studies conducted in Philadelphia indicate that news media may not yet be effectively meeting the needs of some blacks. In January 1974 interviews were held with eight residents in a section of north Philadelphia characterized in 1970 census tract data as 90 percent black and defined by the Philadelphia Model Cities program as an urban slum. The comments were divided into six categories: complaints about alleged excessive emphasis on bad news about north Philadelphia, the effects of the emphasis on bad news, problems of pitting whites against blacks in the media, superficial reporting, the lack of media crusades against social problems, and the problems of identifying and covering black leaders. (Author/RB)

**ED 096 655** CS 201 538

Hoyt, James L.  
Source-Message Orientation in Interpersonal and Media Influence.

Pub Date Aug 74

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
Descriptors—\*Attitudes, College Students, \*Communication (Thought Transfer), \*Educational Research, Films, Interaction, Media Research, \*Persuasive Discourse

This study tested predictions made for attitude change interactions between the source-message orientation of recipients of a persuasive communication and variables differentiating media and interpersonal communication. The variables were source orientation, message orientation, physical presence of source, and expected interaction with source. The subjects were 160 undergraduates at the University of Wisconsin, randomly assigned to conditions. In each session, the subjects completed source-message orientation scales and various disguised attitude assessment measures. They were given a brief description of the purported source of the message, and in one condition were told that the source wanted to discuss the message with them individually after the session. The subjects then received the message from the source either in person or on a sound, color film of the source. The high message-oriented subjects, not the high source-oriented, changed their attitudes in the direction of the message more when the source was physically present than when he appeared on film. These results were discussed as indicating the need for more precision in defining source variables. (Author/WR)

**ED 096 656** CS 201 541

Izcaray, Fausto And Others  
Interpersonal Communication Pattern, Mass Media and the Occupational Expectation Process.

Pub Date Aug 74

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Behavior Patterns, \*Communication (Thought Transfer), \*Educational Research, Higher Education, \*Interpersonal Relationship, \*Mass Media, \*Occupational Aspiration, Occupational Choice, Secondary Education, Status

Identifiers—University of Wisconsin, \*Wisconsin Model of Status Attainment

This study expanded the Wisconsin model of status attainment, a path model including social psychological as well as social structural antecedents of occupational attainment. Recent research on status attainment has moved away from the description of mobility rates and toward explanation of the processes by which occupational positions are attained. This study was a secondary analysis of data gathered during October 1973 by an introductory research methods class. Analyses were done on 524 undergraduate subjects and also on males and females separately.

ly. Only a modest six percent of the variance was explained for the sample. While high usage media, grade point average, and socioeconomic status correlated with occupational expectations, there was a dubious negative path from news media usage to grade point average. The separate analyses for males and females revealed different paths accounting for thirteen percent and six percent of the variance, respectively. The inclusion of communication variables indicates that, with more refined measures, they may increase the prediction power of the Wisconsin model. Suggestions are made for future research on occupational attainment, with emphasis on the inclusion of more media and other communication information. (Author/RB)

**ED 096 657** CS 201 545

Bowes, John E. Stamm, Keith R.  
Correlational Accuracy during Regional Development of Energy Resources: Problems in Agency-Public Communication.

Pub Date Aug 74

Note—41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Community Involvement, Community Leaders, \*Educational Research, \*Environmental Education, \*Information Networks, Social Influences

This paper presents a progress report from a research program aimed at elucidating communication problems which arise among citizens and government agencies during the development of regional environmental policy. The eventual objective of the program is to develop a paradigm for evaluative research in communication that will provide for the invention and testing of novel procedures with potential for improving communication. Local citizens (n#310), community leaders (n#40), and agency professionals (n#78) residing in a region of Southwestern North Dakota that is undergoing rapid development of vast reserves of easily strip-mined lignite coal were selected as subjects. Conceptualization of this three-entity system focused upon community leaders as information brokers between agencies and the general population respondents. The ultimate concern was to better specify conditions which relate to a higher degree of accuracy between the three entities. An initial analysis of accuracy levels showed that considerable improvement was possible. In general, the concepts of primary concern—stereotyping and collective involvement—did not fulfill expectations of strong, consistent relationships to accuracy, particularly when arrayed with other variables in the path analysis. (Author/WR)

**ED 096 658** CS 201 546

Nichols, John Spicer  
LATIN—Latin American Regional News Agency.  
Pub Date Aug 74

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Communications, Information Networks, \*Information Services, Information Sources, \*Journalism, Media Research, News Media, \*News Reporting

Identifiers—Latin America

The establishment of a regional news agency for Latin America to improve the balance of news flow and increase the transmission of news more applicable to regional problems has often been proposed. Despite wide acceptance of the concept, the birth of the Third World's first regional news agency, Agencia Latinoamericana de Informacion (LATIN), has gone virtually unnoticed. This paper documents the history and current operation of LATIN and discusses the political and economic problems that have beset the agency during its formative years. Interviews with LATIN staff and management, other Latin American journalists, and scholars indicate that LATIN is not a failure, as rumored, but rather a small, increasingly viable force in Latin American mass communication. Content analysis of wire service content of newspapers using LATIN supports the thesis that LATIN material is widely used throughout Latin America. Content analysis also reveals that LATIN appears to have changed

its original objectives and now challenges the international wire services for a share of the hard news market in Latin America. Although experiencing some resistance from the established wire services, LATIN has been successful in its new competitive role. (Author)

**ED 096 659** CS 201 547

Estinger, Jean

**The Prince, the Captain and "The State": An Examination of the Mesquita Family Ownership of "O Estado de Sao Paulo" to 1969.**

Pub Date Aug 74

Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*American History, \*Censorship, Editorials, \*Government Role, Higher Education, \*Journalism, \*Newspapers, News Reporting, Press Opinion, Production Techniques

Identifiers—Brazil, De Mesquita (Julio), \*O Estado de Sao Paulo, Sao Paulo

Julio Mesquita joined the staff of "O Estado de Sao Paulo" in 1885 and became a director in 1891, when he also began his first term as a deputy of the Sao Paulo state assembly. Until his death in 1927, Mesquita guided the newspaper's growth in all respects—editorial, political, technological, and economic. Julio de Mesquita Filho assumed leadership of the paper after his father's death. In 1930 "O Estado" backed Getulio Vargas for president, only to turn against him when Vargas' dictatorial intent became apparent. In 1940 Vargas took over the paper and in 1945 the government returned the paper to the Mesquitas and "O Estado" immediately resumed its anti-Vargas stance, only to see Vargas' hand-picked successor elected to office. "O Estado" was a leader in modern production techniques in the post-World War II period and also set high standards in employee benefits and working conditions. In the early 1960s, "O Estado" opposed the left-leaning government in power and supported the military takeover of 1964. Four years later the political climate, including institutionalized press censorship, was such that Mesquita Filho ceased writing editorials. At his death in 1969, "O Estado" was a prime target of government repression. (Author/RB)

**ED 096 660** CS 201 548

Jugenheimer, Donald W.

**The Next Twenty-Five Years: It's Time to Plan.**

Pub Date Aug 74

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Automation, \*Futures (of Society), Journalism, \*Marketing, Planning, Prediction, \*Publicize, \*Social Change, Technological Advancement, World Affairs

There is a need in the advertising industry for prediction—of the future in general, of the new communication technology, and of the implications for advertising. Studies of the future in other disciplines have identified at least four separate future trends relevant to prediction and preparation for the future in advertising: within specified frameworks, most ostensibly institutional and creative, human behavior can be indistinguishably imitated by machine; distance is technically irrelevant; knowledge is emerging as the crucial resource of the economy; applications of these trends depend on economic, rather than social or political or scientific bases. By the turn of the century, most of these changes will have occurred or will be in process. Advertising has not done enough to prepare itself for this future; it must begin now to take the proper measures. (Author/TO)

**ED 096 661** CS 201 549

Weiss, Elaine F.

**Tearing the Fabric of Canada: The Broadcast Media and Canadian Identity.**

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Broadcast Industry, Broadcast Television, \*Cable Television, \*Cultural Factors, Higher Education, History, \*Journalism, \*Media Research, Nationalism, Radio

Identifiers—\*Canada

This paper explores the perceived threat of American cultural "imperialism" in Canada, the effect of constant exposure to American broadcasting on the Canadian national identity, the role broadcasting plays in shaping Canadian identity, and the efforts by the Canadian government to "Canadianize" its broadcasting. A brief history of the broadcast media and Canadian-American relations is presented along with reports which emphasize the vital role played by the media in establishing Canadian identity. Special attention is given to the development of Canadian cable television which has a special function within the broadcasting system. (RB)

**ED 096 662** CS 201 550

Dunn, S. Watson

**The Changing Legal Climate for Marketing and Advertising in Europe.**

Pub Date Aug 74

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Communications, Consumer Economics, Government Role, \*International Law, Journalism, Legal Problems, \*Marketing, Media Research, \*Publicize

Identifiers—\*Europe

Although advertisers and marketers can expect stronger controls in all West European countries, especially by governments, they must be alert to country-by-country differences. Political moves to the left in any country will hasten controls. Consumerism is militant in some countries, practically dormant in others. Although self regulation is strong in some countries, it is generally losing out to government regulation. Harmonization of laws advertising and its administration, though increasing, will be difficult to achieve in any meaningful terms. Successful advertisers are monitoring their markets, keeping pipelines open, putting emphasis on brands rather than on companies, following the International Chamber of Commerce Code, and avoiding paranoia and impatience with controls. (Author/TO)

**ED 096 663** CS 201 551

Davis, Dennis K. Lee, Jae-won

**An Approach to the Analysis of Panel Data: The**

**Watergate Hearings and Political Socialization.**

Pub Date Aug 74

Note—43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Higher Education, \*Journalism, \*Mass Media, \*Media Research, News Reporting, Political Attitudes, \*Political Socialization, \*Research Design, Research Methodology

Identifiers—\*Watergate Hearings

It was the purpose of this study to provide a tool for designing and executing future research on panel data in which relationships between pairs of variables are observed over time so that contingent conditions can be controlled. The 360 subjects were selected from the telephone directory and surveyed at random about their responses to the Watergate hearings. The findings were heuristic in that they demonstrated the potential usefulness of this approach in the analysis of panel data and provided the beginnings of a plausible conceptualization of a political socialization process. The most surprising aspect of these findings was that significant changes in variables relationships were often related to a lack of mass media use or to low attention to Watergate. The conceptual framework used in this study did not predict such results, which suggests that in some instances interpersonal communication, distrust of politicians, or Richard Nixon's image had more important effects for those who chose not to pay attention to the mass media. Future studies should consider the conceptualization of contingent variables for use in causal analyses of the type used in this study. (Author/RB)

**ED 096 664** CS 201 553

Scanlon, T. Joseph

**Tracing Interpersonal Communications in Crisis: Some Pioneer Steps in a Promising Land.**

Pub Date Apr 74

Note—32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Interpersonal Relationship, Journalism, \*Research Design, \*Research Methodology, Research Needs, Verbal Communication

Identifiers—Canada, \*Communication Research

A research team from the School of Journalism at Carleton University in Ottawa, Canada, designed a research methodology for tracing the flow of interpersonal communication in a community in a crisis situation. They devised a completely detailed research plan including advance arrangements, a trained research team, a suitable survey instrument, and arrangements for a standby sample. For the study, they selected nine test communities in Ontario and the Atlantic provinces. During the first year of operation, the team encountered a shoot-out involving the murder of a policeman and a subsequent manhunt in one community, and a severe blizzard immobilizing another community for 48 hours. While this paper explains the methodology rather than outlines the results, some of the conclusions given include: (1) there is clear support for the multiple-step model; (2) evidence supports the idea of multiple-step flows without any involvement from the media; (3) there is some evidence that deviating chains originate around the scene of the disaster or very quickly after the impact of the event; (4) the longer the chain, the more likely the originating source will be a person involved rather than a media source; and (5) over-hearing is a significant part of a long chain. (TO)

**ED 096 665** CS 201 555

**Language Arts Program (Levels 1 to 12).**

Avon Public Schools, Conn.

Pub Date 72

Note—294p.; See related document CS 201 556

**EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE**

Descriptors—Communication (Thought Transfer), Composition (Literary), Comprehension, Creativity, \*Curriculum Guides, Language, \*Language Arts, Listening, Literature Appreciation, Reading, Self Evaluation, Spelling, Study Skills, \*Ungraded Primary Programs

Guided by the philosophy that each child as an individual with a unique rate and pattern of growth should be taught on his own level, regardless of his age or number of years in school, this language arts program covers the first 12 levels of a 27-level curriculum guide. Specific program objectives for each child include the development of (1) the ability to communicate with others through listening, speaking, writing, and interpreting; (2) a literary and social language; (3) creative, critical thinking and self-evaluation; and (4) sequential basic skills. Each of the 12 levels provides instruction guidelines in the areas of decoding skills, comprehension, language, study skills, literary appreciation, and creativity. Also provided for each level are recommended materials, informal and oral evaluations, teacher guidelines for worksheets, sample worksheets, literature and spelling lists, and a teacher reaction sheet. This guide concludes with lists of lower and upper primary activities and audiovisual materials for skills and literature, a language arts resource file, and a glossary. (JM)

**ED 096 666** CS 201 556

**Language Arts Program (Levels 13 to 27).**

Avon Public Schools, Conn.

Pub Date 72

Note—612p.; See related document CS 201 555

**EDRS Price MF-\$1.05 HC-\$29.40 PLUS POSTAGE**

Descriptors—Communication (Thought Transfer), Composition (Literary), Comprehension, Creativity, \*Curriculum Guides, Language, \*Language Arts, Listening, Literature Appreciation, Reading, Self Evaluation, Spelling, Study Skills, \*Ungraded Elementary Programs

Guided by the philosophy that each child as an individual with a unique rate and pattern of growth should be taught on his own level, regardless of his age or number of years in school, this language arts program covers the last 15

levels of a 27-level curriculum guide. Specific program objectives for each child include the development of (1) the ability to communicate with others through listening, speaking, writing, and interpreting; (2) a literary and social language; (3) creative, critical thinking and self-evaluation; and (4) sequential basic skills. Each of the levels provides instruction guidelines in the areas of decoding skills, comprehension and literary understanding, language, study skills, and creativity. Also provided for each level are lists of recommended materials, suggested spelling lists, and a bibliography. This guide concludes with lists of lower and upper intermediate language arts activities and of audiovisual materials for skills and literature, a language arts glossary, and teacher reaction sheets. (JM)

ED 096 667 CS 201 559

Marzolf, Marion, Comp. Ward, Walter, Comp.  
A Directory of Women and Minority Men in Academic Journalism and Mass Communication...A Two-Year Survey.

Pub Date Aug 74

Note—90p.; Paper prepared for the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—College Teachers, \*Directories, Higher Education, \*Journalism, \*Mass Media, \*Minority Group Teachers, National Surveys, \*Women Teachers

This directory of women and minority men in academic journalism and mass communication lists the names, degrees, teaching experience, and specialties of over 400 teachers. The directory is a result of national surveys conducted in 1972 and 1974 with the support of the Ad Hoc Committee on the Status of Women of the Association for Education in Journalism. The directory is intended to aid administrators and search committees seeking prospective faculty members, and it should also be useful in selecting guest speakers and visiting seminar participants. (RB)

ED 096 668 CS 201 560  
Communication Arts: A Tentative Curriculum Guide for English Electives.

Irving Independent School District, Tex.

Pub Date 74

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Communication (Thought Transfer), Composition (Literary), Course Evaluation, Course Objectives, \*Curriculum Guides, \*Elective Subjects, English Curriculum, \*English Instruction, \*English Programs, Language, Literature, Resource Materials, Senior High Schools

The elective English courses for high school students contained in this curriculum guide include a variety of subject matter and activities, thus allowing for different learning capabilities, cultural influences, and interests while focusing on the interrelated study of language, literature, and composition. Each of the 19 courses outlined provides information on the length of the course, its credit value, prerequisites, course description and rationale, achievement level, teacher qualifications, course and performance objectives, the course outline, and materials, as well as course, student, and teacher evaluations. Course titles are "Career Communications," "Career Education," "Cinematography (Film Making and Film Study)," "College Survival Kit," "Comics as Literature," "Creative Writing," "Heroes in Literature," "Independent Study," "Intermediate Composition," "Literature of Humor," "Life and Literature of the Southwest," "Literature of the Imagination," "Mass Media and Communication," "Mystery and Detective Literature," "Paperback Power (Individualized Reading)," "Sports in Literature," "Words: Tools for Thought," "World Literature," and "Writing for the Media." (JM)

ED 096 669 CS 201 561

Summerlin, NanJo C.  
Some Systematic Phonological Variations from the Regional Standard in the Oral Language of Lower Socio-Economic White and Negro Students in a Rural Deep South County. Final Report.

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-D-066

Pub Date Jan 73

Grant—OEG-4-72-0004

Note—154p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Consonants, \*Disadvantaged Youth, Doctoral Theses, Generative Phonology, Grade 2, High School Students, \*Negro Dialects, \*Phonology, Pronunciation, Public School Teachers, \*Regional Dialects, Rural Areas, \*Standard Spoken Usage

Through taped interviews, this study investigated the pronunciation of certain consonants in a rural, deep south county in the South Georgia-North Florida area. The informants came from three groups: lower socioeconomic status (LSES) second graders, LSES senior high students, and teachers in the public schools. Some of the findings showed that there were significant differences between (1) speakers of black and white regional "standards," (2) educated blacks and LSES black school children at both levels, (3) educated whites and LSES white second graders (but not senior high students), and (4) second graders and senior high black and white children. Differences attributable to education level and to race were statistically significant (.05) for all variables examined, and males simplified with consistently greater frequency than did females. Using the elicitation instrument prepared for this study, a striking consistency was shown between results obtained through analysis of part of the interview and those obtained in a more time consuming analysis. Appendixes contain materials used in the study and tables of findings, and a bibliography provides a list of references. (Author/JM)

ED 096 670 CS 201 562

Berryman, Charles

The Influences of Sex, Race, and Prior Reading Ability on Newspaper Reading Skill Improvement in the Elementary School.

Note—9p.; A research report to the American Newspaper Publishers Association Foundation

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Elementary School Students, \*Newspapers, \*Racial Differences, \*Reading Ability, Reading Improvement, Reading Research, \*Reading Skills, \*Sex Differences  
Identifiers—Georgia, Wilkes County

This study uses the revised modules of a previous study of the effects of newspapers in elementary schools to determine the effects of the modules and newspaper use in general, as well as to determine whether the variables of sex, race, prior reading ability, and same or opposite race of teacher and student influenced results. The study was conducted in Wilkes County, Georgia, where all public school students in grades four through six attend one school. At the time of the study, mandatory statewide test results revealed that fourth-grade students were seven months below grade level and eighth graders were fourteen months below. Following a pretest, the American Newspaper Publishers Association (ANPA) Newspaper Test, Form J-1, 50 instructional modules were used for a period of 50 days in regularly scheduled social studies classes. Results from this second field test show that modular materials produced desired results. Elementary students scored highly significant gains in newspaper reading skills. Students did not differ significantly by sex. Gain was strongly influenced by prior reading ability. At two grade levels, race was not a factor in the amount of gain. Overall, results confirmed earlier studies that found the instructional modules to be effective. (SW)

ED 096 671 CS 201 563

Groff, Patrick

What's New in Language Arts: Oral Language. American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D.C. Pub Date [74]

Note—4p.

Available from—American Association of Elementary-Kindergarten-Nursery Educators, NEA Center, 1201 Sixteenth St. N.W., Washington, D.C. 20036 (Stock No. 282-08880, \$0.25; Make checks payable to E/K/N/E-NEA)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Creative Expression, Educational Research, Elementary Education, \*Expressive Language, \*Listening Skills, Oral Communication, \*Oral Expression, Speech, \*Speech Skills, Teaching Techniques  
Identifiers—\*Oracy

This leaflet explores the rediscovery of the importance of oral language, greatly prompted by the influence of linguists on school practices since 1960. The term "oracy," a recently coined British term which refers specifically to the ability to use the skills of speaking and listening, is discussed in several contexts: new information concerning children, oracy, and teaching; a sample of research in oracy; and implications for teaching skill development in oracy. A list of references is provided. (JM)

ED 096 672 CS 201 564

Evertts, Eldonna L.

What's New in Language Arts: Composition.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D.C. Pub Date [74]

Note—8p.

Available from—American Association of Elementary-Kindergarten-Nursery Educators, NEA Center, 1201 Sixteenth St. N.W., Washington, D.C. 20036 (Stock No. 282-08864, \$0.25; Make checks payable to E/K/N/E-NEA)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bibliographies, \*Composition (Literary), \*Composition Skills (Literary), Curriculum Development, Elementary Education, Instructional Innovation, \*Instructional Materials, Language Arts, \*Literature Reviews, \*Teaching Techniques

Surveying the current scene in the teaching of composition at the elementary level, this leaflet examines the results of recent research, the materials produced by four curriculum centers, and the opinions of respected authorities in English. It then describes some of the newer teaching practices stimulated by the recent emphasis on the individual and each person's unique cognitive development and acquisition of language arts skills. A summary derived from reflection upon recent research specifies fifteen new directions in writing and composition education. A brief bibliography concludes the leaflet. (JM)

ED 096 673 CS 201 565

Duke, Charles R.

Creative Dramatics and English Teaching.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—180p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 01223, \$3.50 nonmember, \$3.25 member)

Document Not Available from EDRS.

Descriptors—Creative Activities, \*Creative Dramatics, \*Creative Expression, Creativity, Drama, Educational Resources, \*English Instruction, Language Arts, Self Expression, Student Development, Teaching Techniques

Although creative expression and drama in the classroom are important in leading education toward a more humanistic approach to learning as well as toward the development of students capable of responding more rationally to the changing world educators have offered few opportunities for creative student expression. Thus, this book focuses on concrete suggestions for implementing creative dramatics techniques. Part one explores the theoretical background of the creative process, the historical development of children's drama, creative dramatics in its relationship to the child's development, special areas and applications of drama in education, and the future of creative dramatics in education. Part two treats the teacher's role in fostering creative expression, especially in drama, and suggests methods for guiding students in creative dramatics. Part three provides a handbook of resources for creative dramatics. Appendixes provide a content outline for a creative dramatics course on the college level and suggest areas which might be included in a curriculum which uses drama as an integral part of teaching. A selected bibliography concludes the book. (JM)

ED 096 674

CS 201 566

Garberson, John W.

"A Limited Number of Advertising Pages." *Journalism Monographs*, No. 25.

Association for Education in Journalism.

Pub Date Nov 72

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), \*Financial Problems, Higher Education, \*Journalism, \*Marketing, \*Publicize, \*Publishing Industry

Identifiers—\*Readers Digest

This report provides information on the background against which the "Readers Digest" began to carry advertising in the United States, the implementation of the decision to do so, the evolution from accepting ads to selling space aggressively, and the performance of the magazine's advertising sales forces as of early 1972. The information provided on the "Reader's Digest's" policy change on accepting advertising is not based as much on research as it is on the personal experiences of the author, who worked as the advertising promotion director of the "Digest" from 1961 to 1966. While the outlook for mass circulation periodicals is viewed pessimistically by editors and publishers, the future of the "Reader's Digest" is considered by its publisher to be more secure. (RB)

ED 096 675

CS 201 567

Stevens, John D.

From the Back of the Foxhole: Black Correspondents in World War II. *Journalism Monographs*, No. 27.

Association for Education in Journalism.

Pub Date Feb 73

Note—67p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Black Community, Communication (Thought Transfer), Enlisted Men, \*Journalism, Negro Attitudes, \*Negroes, Negro Leadership, Newspapers, \*News Reporting, \*Racial Discrimination, \*War

Identifiers—\*World War II

Black newspapers, like the "Chicago Defender," "The Pittsburgh Courier," and the "Baltimore Afro-American," opened the eyes of Americans to the injustices suffered at home as well as in the armed services. The black press attacked the Navy for its Jim Crowism because when World War II began, the only black sailors were messmen. It attacked the Red Cross for segregating blood by the donor's race. The black war correspondents during World War II had extra problems, but they accepted the challenges of locating and writing about black troops. They were unable to cover the main thrust of the war because blacks seldom had a role in combat; instead they had tough, thankless jobs. Even though they did not win any journalistic prizes, black correspondents made the war easier to bear for the black soldiers and for their loved ones back home. The 27 black correspondents were given regular assignments for black papers or news organizations. The largest number of correspondents (10) went to North Africa and Italy to cover the two major black combat units. Some others worked in the Pacific Theater and Northern Europe, and a few covered such sideshows as Burma, Russia, and Alaska. (SW)

ED 096 676

CS 201 568

Whitlow, Roger, Comp.

A Bibliography of Plays Written by Black Americans: 1855 to the Present.

Pub Date 74

Note—14p.; Prepared at Eastern Illinois University

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*American Literature, \*Bibliographies, \*Drama, Higher Education, Negro Culture, \*Negro Literature, Nineteenth Century Literature, Twentieth Century Literature

This 342-item alphabetized bibliography of plays by black Americans covers the period from 1855 to the present. Some of the playwrights and their works are Paul L. Dunbar's "Uncle Eph's Christmas," 1905; James W. Johnson and Bob Cole's "The Sho-Fly Regiment," 1907; Lorraine Hansberry's "A Raisin in the Sun," 1959; James Baldwin's "Blues for Mr. Charlie," 1964; Ed Bullins' "In New England Winter," 1967; Le Roi

Jones' (Imamu Amiri Baraka) "Dutchman" and "The Slave," 1964; and Ossie Davis' "Purlie Victorious," 1961. Some of the plays included have never been published. (SW)

ED 096 677

CS 201 569

Murphy, James E.

The New Journalism: A Critical Perspective. *Journalism Monographs*, No. 34.

Association for Education in Journalism.

Pub Date May 74

Note—44p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Definitions, Higher Education, \*Journalism, Literary Conventions, \*Literature Reviews, \*Media Research, \*New Journalism, \*Newspapers, \*News Reporting, Publishing Industry

Addressing the question of the usefulness of the concept of New Journalism, this study also seeks to define the essential characteristics of New Journalism and to determine whether, in fact, there is such a thing. The first chapter reviews the critical literature of New Journalism, sorting out some of the many uses of the term, then narrowing the focus to look at what some writers who call themselves (or are called) New Journalists say they do and at what others say they do. The second chapter proposes a definition of New Journalism, states it conceptually, and exemplifies it operationally. The third chapter considers some journalistic aspects of New Journalism and discusses the techniques—once the domain of fiction writers—which New Journalists have applied to news reporting. The fourth and final chapter presents some conclusions. (RB)

ED 096 678

CS 201 570

Busse, Alan

In Defense of Freedom: Horace L. Traubel and the "Conservator."

Pub Date Aug 74

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Freedom, Civil Rights, \*Freedom of Speech, Higher Education, \*Journalism, \*Newspapers, Periodicals, \*Press Opinion, \*Publishing Industry, Social Values

Identifiers—Conservator, \*Traubel (Horace L.)

Philadelphia poet and journalist Horace L. Traubel's work as biographer of Walt Whitman has overshadowed his role as crusading editor. Traubel (1858-1919) devoted 30 years to publishing the "Conservator," a monthly newspaper that reflected its editor's idiosyncratic philosophy and crusaded persistently for libertarian principles. He made the "Conservator" a champion of academic and artistic freedom and attacked those who sought to constrain liberties. Although the "Conservator" had a limited circulation, its readers—and Traubel's followers—included a number of noteworthy individuals. Among them were Socialist leader Eugene V. Debs, soap magnate and reformer Joseph Fels, iconoclastic lecturer Robert G. Ingersoll, and William E. Walling, the reformer who helped found the National Association for the Advancement of Colored People. Traubel and the "Conservator" deserve recognition for their contributions to the tradition of dissent in America. (Author/RB)

ED 096 679

CS 201 571

Scott, James F.

Kenya's Maligned African Press: A Reassessment. Pub Date Aug 74

Note—35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*African History, Censorship, Colonialism, Content Analysis, \*Freedom of Speech, \*Government Role, Higher Education, \*Journalism, \*Newspapers, Press Opinion, Standards

Identifiers—\*Kenya

Kenya's dozen or more newspapers and 50 news sheets edited and published by Africans in the turbulent 1945-52 preindependence period were condemned as irresponsible, inflammatory,

antiwhite, and seditious by the Kenya colonial government, and this characterization has been accepted by many scholars and journalists, including Africans. There is substantial evidence to show that the newspapers and even the mimeographed news sheets continued to argue for redress of specific African grievances as well as for changes in social, economic, and political policies with responsible arguments and in moderate language up until the Emergency Declaration proscribed the African publications in October of 1952. This reassessment of Kenya's African press is based in part on examination of government records and interviews with some African journalists of the period under study. The primary sources are clippings and tear sheets from the African press collected by Kenya's Criminal Investigation Division. The material, along with comments by colonial officials at the time, shows that the African press of Kenya was by any reasonable standard responsible and moderate much of the time. (Author/RB)

ED 096 680

CS 201 572

Dodson, Don Hachten, William A.

Communication and Development: African and Afro-American Parallels. *Journalism Monographs*, No. 28.

Association for Education in Journalism.

Pub Date May 73

Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*African Culture, African Literature, \*Communication (Thought Transfer), Communication Skills, Cultural Differences, Economic Change, \*Mass Media, \*Negro Culture, Negro Literature, Negro Role, Newspapers, Political Power, Press Opinion, Racial Attitudes, \*Racial Discrimination, Receptive Language

The communication patterns among Africans and American blacks are rooted in similarities. Both groups are constricted within societal communication networks, with blacks occupying peripheral positions. Special cognitive and linguistic handicaps erect obstinate barriers to reforms in the distribution and reciprocity of power. The assertion of black identity signifies an attempt to reorder the structure of power that governs relationships between blacks and whites. This assertion is probably a necessary but insufficient basis for the political development of blacks in Africa and the United States. It must be accompanied by fundamental changes in the political and economic structure of American society and the international system to be truly effective. Otherwise, the quest for change may take the form of massive upheaval instead of peaceful reform. (Author/SW)

ED 096 681

CS 201 573

Francke, Warren

Sensational Roots: The Police Court Heritage.

Pub Date Aug 74

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), \*Expository Writing, Higher Education, \*History, \*Journalism, \*Literary Conventions, Literary Influences, Literary Styles, \*News Reporting

Part of a broader inquiry into "Investigative Exposure in the Nineteenth Century: The Journalistic Heritage of the Muckrakers," this study traces the evolving reportorial techniques and literary style that gave journalism its form—a form combining strengths and flaws, freedom and inhibitions. Before nineteenth century police court reporting was born, news writers and literary essayists alike had discovered that readers savored light, bright, shocking, and sordid news. The wisdom that crime, wars, fires, and assorted sins drew more popular attention than a "Taller" treatise on tragedy was confirmed when Bow Street police court reports were credited with tripling a London newspaper's circulation. Reporters like John Wright of London, Thomas Gill of Boston, and Dennis Corcoran of New Orleans created useful models for varied treatments of formal courtroom sources. Their methods of transforming formal testimony from rigid question-answer interrogations into narrative scenes expanded the boundaries for future report-

ing and advanced the awareness that reporters would find their stylistic heritage in literature, not in the business ledger or the legal brief. (Author/RB)

ED 096 682 CS 201 574

Lee, Richard W.

A Thematic Analysis of Edwin L. Godkin's Editorials in the "Nation," 1865-1899.

Pub Date Aug 74

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Content Analysis, \*Editorials, Higher Education, \*Journalism, \*Media Research, Political Attitudes, \*Press Opinion, Social Values, United States History

Identifiers—\*Godkin (Edward L.), Nation

This thematic analysis of Edward L. Godkin's editorials appearing in the "Nation" seeks to reveal the major themes on which he wrote and then, by quantitative analysis, to provide some order to the themes and to study the interaction of the themes. Five hundred and twelve editorials, written over a period of 35 years and representing one-third of the editorials Godkin wrote for the "Nation," were selected for this study. The factor analysis identified four strong sets of themes in Godkin editorials: affairs of foreign nations; corruption at local, state, and national levels of government—and civil services reform; American business, tariff, and fiscal policy; and American expansionism. Missing is strong presence of themes that marked a changing nation—urbanization, immigration, agriculture, the West, and race relations. Half of the editorials Godkin wrote commented in some form on the affairs of foreign nations. Godkin questioned morality in politics, in business, in religion, and in the press, but not in the plight of Negroes or the jingoism of the 1890s. (Author/RB)

ED 096 683 CS 201 575

McIntyre, Jerilyn

The Structure of Communication in an Emerging Frontier Community.

Pub Date Aug 74

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Community Characteristics, \*Community Study, Conceptual Schemes, Higher Education, \*Information Theory, Interpersonal Relationship, \*Research, United States History

Identifiers—\*Jacksonville, Oregon

Jacksonville, Oregon, a mining town founded in a little-known and sparsely settled part of Oregon during the early 1850s, was the focus of a study of the way in which information was distributed and processed in an emerging frontier community. News appeared to be part of the community's institutional structure and to be carried and consumed on two levels—the institutional and the interpersonal—distinguished by the extent to which information and the networks through which it was transmitted were routinized. On the institutional level, distributors included express riders, postal agents, and official military couriers. On the interpersonal level they included individuals and groups who distributed and consumed information for private and personal reasons. Future research might be profitably directed toward articulation of a conceptual framework within which the findings of this project could be generalized to other, similar studies. Once a conceptual framework is constructed, comparative studies of other communities can be undertaken. (Author/RB)

ED 096 684 CS 201 576

Whitaker, W. Richard

Warren G. Harding and the Press.

Pub Date Aug 74

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Federal Government, Higher Education, \*Journalism, Newspapers, \*News Reporting, \*Political Issues, Political Power, \*Press Opinion, Public Officials, \*United States History

Identifiers—\*Harding (Warren G)

There are many parallels between the Richard M. Nixon administration and Warren G. Harding's term: both Republicans, both touched by scandal, and both having a unique relationship with the press. But in Harding's case the relationship was a positive one. One of Harding's first official acts as president was to restore the regular White House news conferences which had been dropped by Woodrow Wilson during World War I. Harding made himself available to the members of the press corps; he knew about their job, and he went out of his way to make their work easier. There were times of difficulty—during the Washington Disarmament Conference of 1921 when Harding made a diplomatic slip of the tongue and in the summer of 1922 when a million men were idled in two bitter strikes. But for the most part, the president worked with correspondents on the basis of complete frankness and respect which was reciprocated. The friendship and goodwill between Harding and the press advanced the status of White House correspondents to the point where they could not be ignored by future presidents. (Author/RB)

ED 096 685 CS 201 581

Mickelson, Sig

Communications Satellites: A New Channel for International Communications, A New Source of International Tension.

Pub Date Aug 74

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Communication Satellites, \*Foreign Relations, \*Freedom of Speech, Higher Education, Information Dissemination, \*Information Systems, Mass Media, Nationalism, Propaganda, Publicize

Communications satellites could be the subject of bitter and potentially dangerous international controversy. They threaten to upset the comfortable monopoly of internal national communications systems which have enrolled national governments to screen intrusions of unwanted information or ideas. The United Nations Working Committee on Direct Broadcast from Outer Space is already drafting resolutions designed to control programing distributed by satellite. There are fears that the United States will dominate both information flow and cultural patterns as satellites begin bombarding the earth with news, propaganda, situation comedies, and advertisements. The fears are probably groundless for many valid reasons, but the battle lines are already beginning to form and there is a serious danger that regulations ultimately damaging to the free flow of information may be written into international codes or that satellite communications may become a new cause of dangerous friction. (Author/RB)

ED 096 686 CS 201 582

Danowski, James A.

Alternative Information Theoretic Measures of

Television Messages: An Empirical Test.

Pub Date Aug 74

Note—30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Aggression, \*Communication (Thought Transfer), Higher Education, \*Information Dissemination, Models, \*Programing (Broadcast), \*Television Research, \*Television Viewing

Identifiers—\*Entropy Measures

This research examines two information theoretic measures of media exposure within the same sample of respondents and examines their relative strengths in predicting self-reported aggression. The first measure is the form entropy (DYNUFAM) index of Watt and Krull, which assesses the structural and organizational properties of specific television messages, and the second is a content entropy measure developed by the

author, which indexes the entropy of respondents' exposure to categories of television programs. The results of the analyses, compared using linear analysis models, indicate that the form entropy measure has higher predictive power than the content entropy measure in relationships with aggression. Previous information-processing literature suggests that nonlinear, U-shaped relationships are to be expected; nonlinear regression indicates a small, significant U-shaped relationship between content entropy and aggression. This suggests that the relationship between form entropy and aggression may also be U-shaped, and it is proposed that future research using any entropy measures utilize nonlinear models in the theory building process. (Author/RB)

ED 096 687 CS 201 584

Bishop, Robert L. And Others

To-Morrow Speak What To-Morrow Thinks.

Pub Date Aug 74

Note—7p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—American Culture, Audiences, Broadcast Industry, Content Analysis, \*Foreign Relations, Imperialism, Journalism, \*News Media, \*Political Attitudes, Political Power, \*Press Opinion, Public Opinion, \*Speeches, World Problems

Identifiers—\*Union of Soviet Socialist Republics

This paper analyzes three sets of Soviet documents, some directed toward a domestic audience, some toward an English-speaking audience, and some toward Third World countries. It was hypothesized that references to the United States would, over time, reflect the lessening of tensions between the super powers, but that material directed toward Third World audiences would contain more hostile references to the U.S. than would English-language materials. The sample consisted of two weeks from "The Daily Review of the Soviet Press," published by Novosti, official Soviet translations of the principal May Day speeches from 1966 through 1972; and a constructed week of material from the "Daily Reports of the United States Broadcast Information Service." Hostile references in 1972 were less than half those of 1965, thus confirming the first hypothesis. But in an analysis of English and non-English broadcasts for 1972, it was noted that the non-English broadcasts contained far fewer neutral or favorable comments about the U.S. far more references to the U.S. as an imperialist power, and far more favorable comments about communism. (Author/SW)

ED 096 688 CS 201 586

Bowers, Thomas A. Long, Eugene, Jr.

The Communicative Power of Advertising Illustrations.

Pub Date Aug 74

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—College Students, \*Communication (Thought Transfer), Illustrations, \*Journalism, Mass Media, \*Media Research, \*Periodicals, \*Publicize

This experimental and exploratory study sought to measure the effectiveness of illustrations in selected magazine advertisements. Twenty ads from general interest consumer magazines were systematically selected and photographed on 35mm slides. The subjects for the study were juniors and seniors in journalism and psychology classes at the University of North Carolina. The communicative power of the advertising illustrations was measured by having subjects answer an open-ended question—What is the basic idea you think this ad is trying to communicate? Comparisons of the modal verbal responses and semantic differential mean scores were made between the control and experimental conditions. The results of the semantic differential scales were not conclusive. There were ads in which masking apparently detracted from the ad's appearance, ads in which the masking apparently had no effect, and a few ads in which the masking improved the appearance of the ad. (Author/RB)

**ED 096 689 CS 201 587**

Riley, Sam G. Shandle, Jack  
Commercial Use Without Consent: Privacy or Property?

Pub Date Aug 74

Note—12p; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Business, \*Civil Liberties, \*Court Litigation, \*Equal Protection, \*Legal Problems, Mass Media

Identifiers—\*Property Rights, Right to Privacy

The question of whether protection against unauthorized use of a person's name of likeness for commercial gain is subsumed under property rights or the right to privacy remains unsettled. The thesis of this article is that either area may be appropriate, depending on the plaintiff's motivation in bringing the action. The case of *Lugosi v. Universal Pictures* illustrates the situational nature of the choice. Historically, the first two privacy cases involved the unauthorized use of a portrait or name for advertising purposes, but the primary interest in both was protecting individual dignity. The central concern in *Lugosi*, however, was the protection of property rights. Privacy has been recognized as inadequate in protecting celebrities' property rights because the very circumstance of being well known can prevent recovery. Some courts have recognized a "right of publicity" in cases involving professional athletes, an approach that may overcome the shortcomings of privacy law for celebrities, if not for the ordinary citizen. Any nondignitary cases concerning commercial appropriation of an individual's name or likeness should no longer be regarded as part of privacy law but should be considered as some form of common-law property right. (Author/JM)

**ED 096 690 CS 201 592**

Walker, Douglas K.  
Agricultural Market News Programming of Wisconsin Broadcast Media.

Pub Date Aug 74

Note—30p; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Agriculture, \*Broadcast Industry, \*Journalism, News Media, \*News Reporting, \*Programming (Broadcast), Radio, Reports, Television

Identifiers—\*Wisconsin

Seventy-seven percent of Wisconsin's AM stations, 57 percent of FM stations, and 38 percent of television stations broadcast agricultural market news. Most stations devote less than 30 minutes daily to the market reports, which are usually broadcast twice daily, five days a week. Radio market reports are in the early morning and noon hour periods, while television reports are mainly at noon. Complete cash price reports are given for most classes of livestock, but many stations do not report cash grain and futures market prices for all commodities. Sixty-eight percent of AM stations, 72 percent of FM stations, and 45 percent of television stations obtain price information from local markets. Only five AM, two FM, and three television stations have a full-time agricultural broadcaster on their staff. (Author)

**ED 096 691 CS 201 595**

Trager, Robert  
Student Press Rights: Struggles in Scholastic Journalism.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Journalism Education Association, La Crosse, Wis.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Contract—NEC-0-72-4636

Note—94p.

Available from—JEA Publications, 912 Market St., La Crosse, Wisconsin 54601 (\$3.95 nonmember, \$2.95 member, make check payable to JEA Publications)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Administrator Role, Censorship, \*Court Litigation, Due Process, \*Freedom of

Speech, \*Journalism, School Newspapers, School Publications, Secondary Education, \*Student Publications, \*Student Rights

Identifiers—First Amendment, Tinker vs Des Moines Independent School District

The purpose of this monograph is to acquaint journalism teachers, faculty advisers to student newspapers, administrators, and students with the court cases and decisions which have been made concerning student publications and underground newspapers. The chapters in the book include "Students' Rights: Background," which discusses the impact of the First Amendment on the student press and stresses the importance of free expression for high school students; "Students' Rights: Development," which examines the effect of the "Tinker" decision in establishing at what point student expression may be curtailed if school officials forecast a disruption of educational activities; "Students' Rights: Particular Circumstances," which presents cases exploring students' rights of expression on and off campus grounds; "Students' Rights: Administrative Regulations Allowed by Courts," which considers the powers of school administrators in dealing with student expression and cites several cases in which the courts upheld the administrators; and "Students' Rights: Additional Matters" which discusses cases concerned with the advertising and sales of student publications, the reinstatement of students following litigation, and the still undefined role of the publications adviser. (RB)

**ED 096 692 CS 201 596**

Winkeljohann, Rosemary, Ed.

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1974.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.

Pub Date 74

Contract—NEC-0-72-4636

Note—34p; Prepared for the Committee on Curriculum Bulletins of NCTE

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 00340, \$0.75 nonmember, \$0.65 member, prepaid)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, \*Curriculum Guides, Educational Resources, Elementary Education, \*English Curriculum, English Programs, \*Language Arts, Secondary Education

This document contains an annotated list of curriculum guides which may serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The guides are taken from those sent to the National Council of Teachers of English during the past three years. Most of them are available for purchase from the schools and agencies responsible for producing the guides. Many are also available from the ERIC Document Reproduction Service (EDRS). The revised criteria for planning and evaluation of English language arts curriculum guides are also included. These criteria include an evaluation of each guide's philosophy, policies and procedures, objectives, organization, and process as content. They also deal with the guides' treatment of language, composition, media, reading and literature, and evaluation, and with the design of the guides. (SW)

**ED 096 693 CS 201 597**

Gibson, Martin Leroy, Jr.

Freedom of the Press: Foundations and Attitudes.

Pub Date 74

Note—301p; Ph.D. Dissertation, The University of Texas, Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-14,694, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Attitudes, Censorship, Doctoral Theses, \*Freedom of Speech, Government Role, \*Journalism, Legislation, \*Media Research, \*National Surveys, Public Opinion, Secondary School Students, Secondary School Teachers

This study reports the results of a national survey of the attitudes of five demographic groups toward freedom of the press. The groups are newsmen, state legislators, high school teachers, high school students, and the general public. The survey is broken into two parts, the first dealing with general principles (e.g., support for a law against slanting of the news) and the second with hypothetical situations. The survey found significant differences in attitudes between and in some cases within groups. Legislators and newsmen stand apart from other groups in opposing legislation that would correct flaws but that in doing so would restrict freedom of the press. Respondents are found to be more restrictive toward freedom of the press when they are given a specific use than when they are merely questioned on their support for the principle of press freedom. The survey's findings are considered in a framework that traces the evolution of press freedom from Magna Carta to the present and that examines its philosophical bases. A concluding section attempts to forecast the status of freedom of the press if present trends and attitudes continue. (Author/RB)

**ED 096 694 CS 201 604**

Dailey, Jennie Ora Marriott

Modern Science Fiction.

Pub Date 74

Note—83p; Ph.D. Dissertation, University of Utah

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-17,699, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Course Content, \*Course Descriptions, Course Objectives, Doctoral Theses, Higher Education, \*Instructional Materials, \*Literary Analysis, \*Science Fiction, Twentieth Century Literature

The major prerequisite to studying science fiction as literature is determining the criteria by which it is to be evaluated. A middle ground which recognizes both literary merit and the genre's uniqueness (scientific orientation, dominance of idea, and interest of speculation) proves to be the most workable approach and stresses the verisatality that is one of the strengths of science fiction. On this premise of the worth of science fiction, permission was obtained to design and teach a course in modern science fiction to fulfill the classroom requirement of the pedagogical dissertation. The course requirements and the discussions—built-around-the-reading-list approach were traditional ones. Two brief critical papers were assigned, with the option of writing an original science fiction short story in place of the second paper. The reading list included five novels and five short stories. (Author/kB)

**ED 096 695 CS 201 618**

Buckalew, M. W., Jr.

An Analysis of Some Possible Effects of Public School Instruction in General Semantics upon Societal Cohesion.

Pub Date 73

Note—111p; Ph.D. Dissertation, University of Wyoming

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-13,284, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Groups, Secondary Education, Secondary School Students, \*Semantic Differential, \*Semantics, \*Social Attitudes

Identifiers—\*General Semantics

This study formulates a general semantics theory of societal cohesion, and tests the extent to which general semantics instruction in public schools can alter group attitudes in the directions suggested by the theory. The test instrument, which consists of measurable elements, rationality, acceptance of change, nonprejudice, and nonauthoritarianism, was administered to two experimental and two control groups of high school juniors and seniors. The group studying general semantics did much better in their measured rationality and nonauthoritarianism than did the control groups. Results of the study reveal that: (1) the four-decade-old Korzybskian framework is still applicable to modern issues; (2) the cohesion model within which the United States historically operated is no longer the most functional one available; (3) the one cohesion model for contemporary American society is based on

general semantics principles; (4) rationality and nonauthoritarianism can be increased through general semantics education; and (5) widespread utilization of semantics in public schools is recommended. (Author/SW)

ED 096 696

CS 201 619

Yeomans, Thomas Ramsay

**Toward a Confluent Theory of the Teaching of English, with Implications for Teacher Education.**

Pub Date 73

Note—323p.; Ph.D. Dissertation, University of California, Santa Barbara

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-14,851, MF\$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Curriculum, \*Curriculum Planning, Doctoral Theses, \*Educational Theories, \*English Education, English Instruction, Higher Education, Humanistic Education, \*Teacher Education, \*Teaching Models

This dissertation describes a comprehensive model for the confluent teaching of English and English Education, focusing specifically on the education of late adolescents (ages 16-20) and treating the areas of human development, curriculum, methodology, and teacher education. Chapter one examines the research on adolescent psychology, particularly the theories of Havighurst, Erikson, and Jersild, in order to delineate the psycho-social reality of this age group. Chapter two surveys and examines the literature on the innovations in English Education which have occurred in America over the past fifteen years, and chapter three does much the same for the changes that have been brought about in British education during the same period of time. Chapter four introduces and explores a new source for educational theory and practice in America, still mostly unknown to English educators. Chapter five proposes and elaborates a comprehensive model for a confluent English Education which synthesizes American, British, and humanistic approaches and makes possible the development of a pedagogy in English which would integrate cognition and affect in teaching and learning. (Author/RB)

ED 096 697

CS 201 621

King, Richard P.

**Sensory Approach to Creative Writing: A Study of the Effect of Increasing the Number of Types of Sensory Stimuli Intended to Motivate Children to Write Creatively.**

Pub Date 73

Note—116p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (order No. 74-14,904, MF-\$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Creative Writing, Doctoral Theses, \*Educational Research, Elementary Education, \*Sensory Experience, \*Student Motivation, \*Teaching Methods, Writing Skills

The primary purpose of this investigation was to determine if increasing the number of types of sensory stimulation prior to a writing experience would help children to write more creatively and to write longer stories. The sample for this study consisted of 300 randomly selected fourth, sixth, and eighth grade students from the Silver Bay area, a community of 4,000 in Northeastern Minnesota. Some of the conclusions of the study were that the creative writing of fourth and sixth grade children is affected more by variations in motivational treatment than is that of eighth grade children; the creativity rating of stories by fourth, sixth, and eighth grade students is strongly related to the length of their stories; increasing the number of types of sensory modes stimulated prior to writing has a mixed effect on the length of stories written by fourth, sixth, and eighth grade children; and the creativity tests employed tended to be better predictors of creative writing ability than the IQ test. (Author/RB)

ED 096 698

CS 201 622

Allan, Eileen Mitchell

**Responsivity to Non-Linguistic Cues and Accuracy in Perception of Others.**

Pub Date 73

Note—146p.; Ph.D. Dissertation, University of Miami

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-14,322, MF-\$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Body Language, \*Communication (Thought Transfer), Doctoral Theses, Higher Education, \*Human Relations, Interpersonal Relationship, \*Nonverbal Communication, \*Research, \*Role Perception, Sex Differences Identifiers—\*Communication Research

The purpose of this study was to explore the relationship between responsivity to non-linguistic cues and accuracy in perception of others. The variables of sex of the perceiver and judgment of the same or opposite sex were also investigated. Using Shapiro's test of responsivity to linguistic or non-linguistic cues, 56 judges were selected who were either highly responsive to linguistic cues or highly responsive to non-linguistic cues. These "linguistic" and "non-linguistic" judges then observed video-taped interviews of six "others," three males and three females. The conclusions which may be drawn from the results obtained in this study are: individuals who are responsive to non-linguistic cues are more accurate in their perception of others; neither males nor females are superior in their ability to accurately perceive others; within the confines of this study, it is easier to make accurate first impression judgments about females; and for the scales (or personality dimensions) used in this study, people are not able to perceive some personality dimensions more accurately than others. (Author/RB)

ED 096 699

CS 500 725

Ochs, Donovan J.

**A Fallen Fortress: BIA, 1972.**

Pub Date Apr 74

Note—8p.; Paper given at the Annual Meeting of the Central States Speech Association (Milwaukee, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*American Indians, Ethnic Stereotypes, Films, \*Mass Media, Nonreservation American Indians, Propaganda, \*Publicize, \*Public Opinion, Reservations (Indian), \*Stereotypes, Television

The use of the media to gain public acceptance of a group's ideology and policies is usually unsuccessful unless the group can create a newsworthy event, especially one that is unusual or that involves conflict. In the case of the Indian movement, the brief, superficial television coverage of the American Indian Movement's (AIM) take-over of the Bureau of Indian Affairs building in Washington in 1972, following years of negative filmic stereotyping of Indians, accomplished very little for the Indian cause. The take-over symbol simply reinforced the Hollywood image of the Indian as a wanton evildoer. Instead, AIM might have used creative disorders such as restaging the first Thanksgiving and serving broken treaties instead of turkey. To succeed rhetorically, the Indian movement must concern itself with its image as well as with its grievances and demands. (JM)

ED 096 700

CS 500 728

Reynolds, William M.

**Political Reform, ERIC First Analysis: 1974-75 National High School Debate Resolutions; and Resources on Political Reform: A Reading List.** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NEC-0-72-4636

Note—81p.; See related document CS 500 862

Journal Cit—Forensic Quarterly; v48 n1 Entire

Issue April 1974; v48 n2 p118-138 May 1974

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—\*Annotated Bibliographies, Change Strategies, \*Debate, \*Federal Government, High Schools, \*Improvement, Political Attitudes, Political Influences, \*Political Issues, Politics

Identifiers—\*National High School Debate Resolutions 1974 75

The focus on this two-part document is the background information illuminating the underlying issues of the 1974-75 National High School Debate Resolutions. Within the general category

of the problems of political reform, the specific problem area is stated as "How can the federal political system best be improved?" The three debate resolutions which are discussed involve the adoption of a parliamentary system of national government, alterations in the selection of presidential and vice presidential candidates, and government financing of political campaigns for federal office. A 186-item annotated bibliography lists resources useful in discussion and debate and in research concerning the problem area of political reform. Selections are listed alphabetically by author under sections on books, articles from general periodicals, articles from law reviews, articles from political science periodicals, and government documents. (JM)

ED 096 701

CS 500 763

Larsen, David Boyd, John A.

**Contextual Compatibility as a Function of Social Background.**

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Cloze Procedure, College Students, Communication (Thought Transfer), \*Educational Research, \*Language Usage, Rural Areas, Sex Differences, \*Social Background, Urban Areas Identifiers—Clozentropy

The purpose of this study was to determine if a relationship exists between the language usage of the individual in the university community and membership in a biosocial group or ideological group. Subjects for the study were selected classes at the University of Nebraska. The classes were composed of the basic speech, oral interpretation, and business and industrial communication courses. Of the total number of subjects, the number of students in the rural ideological group was 165. The measure of difference in language usage was a 300-word cloze passage to which the subjects responded with the words they felt were most appropriate for the blanks in the passage. The data from the clozentropy study were analyzed for differences in language usage between the members of the biosocial group and between members of urban and rural background. The results indicated that there were no significant relationships between the language usage of the individual and his membership in either an ideological group or a biosocial group. It was concluded that neither membership in a rural or urban group nor the sex of the individual have been established as having an effect on the language usage of that individual in the university setting. (WR)

ED 096 702

CS 500 773

Powell, Frederic A.

**The Five W's of Teaching Mass Communication in the Secondary School.**

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the New York State Speech Association (Loch Sheldrake, N.Y., April 23, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Communication (Thought Transfer), Higher Education, \*Mass Media, \*Secondary Education, Teaching Techniques

The five W's, Why, What, Where, Who, and When, can be useful in teaching mass communication and mass media in the secondary school as well as in the college and university. The great amount of mass communication and mass media in the lives of students makes such instruction relevant to their lives and to society. Students should be taught the characteristics, potentialities, and limitations of mass media as a process and as an institution. Courses should be taught on the secondary as well as on the college level. Usually the speech or English teacher would teach courses in mass communication or mass media, but any teacher who has the interest and know-how should be allowed to teach such courses. The best time to teach courses in mass communication and mass media is now. (SW)

ED 096 703

CS 500 792

Kovalcheck, Kassian A.

**Current Debate: A Response to the Debate Blahs.** Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—College Students, \*Debate, \*Intercollegiate Programs, Persuasive Discourse, \*Problems, Relevance (Education), Speech

Intercollegiate debaters often have difficulty coming up with relevant topics for debate. Even when they do find current topics, by the end of an eight-month preparation period both the coaches and the debaters are bored. One possible alternative to this extension of the debate season might be found in current issues debate. Additional emphasis on this type of debate may have significant educational advantages. DSR-TKA operates current issues debate by allowing schools that have elected to participate in current issues debates to suggest topics for debate about six weeks to two months before the tournament. All participating schools vote on the topics and the most popular topic is selected. About three to four weeks before the tournament, the topic is announced. Each school then provides debaters prepared to debate on one side of the question. After the first day of debate, a parliamentary session is held with all the debaters and judges, and the participants may, if they wish, change the wording or nature of the proposition. This method may have drawbacks, but it does allow debaters a chance to consider topics that are not possible with a single national proposition, and it can also be enjoyable. (SW)

ED 096 704 CS 500 818

Schrag, Robert L.

A Theoretical Exploration of the Function of the Image in Communication.

Pub Date 74

Note—10p.

Journal Cit—Michigan Speech Association Journal; v9 n1 p16-23 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Communication Problems, Interpersonal Relationship, Mass Media, \*Models, Oral Communication

Identifiers—\*Images

The mass media provide a flood of information about people, ideas, and products. With all this input, the individual is often hard pressed to sort these images into a meaningful framework. This article synthesizes some of the concepts of Kenneth Boulding and Daniel Boorstin concerning the image and its effects on the structure of our lives and society. A model depicting the communication process in terms of the image concept and designed to assist the individual in coping with the image barrage is presented. (TO)

ED 096 705 CS 500 819

Aldridge, Henry B.

Film Studies: A Time for Action.

Michigan Speech Association.

Pub Date 74

Note—8p.

Journal Cit—The Michigan Speech Association Journal; v9 n1 p24-29 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—College Students, \*Curriculum Development, \*Films, \*Interdisciplinary Approach, Mass Media, \*Speech Curriculum, Theater Arts

For most universities, a serious film program is still far away. One of the reasons that the sudden interest in film expressed by departments other than Speech and Theatre has not led to a solid program of film study is that these departments are sometimes teaching film for the wrong reasons. Furthermore, the professors engaged to teach these new film courses may be enthusiastic and quite knowledgeable, but their professional training and research loyalties lie elsewhere. Finally, many of the departments which are now offering film courses do not really view as significant in itself, but as a way of interesting students in other educational offerings. One possible approach to the teaching of film would be for the Departments of Speech and Theatre to move toward an interdisciplinary film program. Through such a program the Departments of Speech and Theatre could engage other departments in constructing a master plan for film studies, administer a film program, and essentially

coordinate all of the activities for film study. A fully developed undergraduate film curriculum of interdisciplinary nature could cross list the courses offered and indicate the departments which would teach the course. Departments of Speech and Theatre can provide the guidance to begin to develop academically respectable film curricula. (WR)

ED 096 706 CS 500 822

Wood, Julia T.

A Preliminary Study of Cognitive Impairment as a Function of Reflective Fear-Arousal in Persuasion.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Attitudes, \*Cognitive Ability, College Students, Communication (Thought Transfer), Credibility, \*Educational Research, \*Fear, \*Persuasive Discourse

This study investigated cognitive impairment as a function of reflective fear arousal and also the relationship between the creation of cognitive impairment and resulting attitude change. A three-part measuring instrument was developed to assess attitudes, evaluate perception of alleged danger, and determine credibility. The subjects were 112 college students enrolled in a basic speech course. An 11-minute speech was presented to the subjects by a graduate student in speech. The message was designed to evoke reflective fear. Using a modified motivated sequence pattern, the speech presented a detailed discussion of the dangers of unregulated firearms, proposed corrective legislation, and dealt with anticipated audience reservations. Of the 112 subjects who had taken the pretest 12 days prior to the presentation, 77 were available for the administration of treatments. Of these students, 22 listened to the 11-minute speech, 33 listened to the same speech with the addition of five visual aids, and 22 served as controls. The findings indicated that the arousal of reflective fear does create cognitive impairment, but the existence of this form of cognitive impairment does not impede persuasion. (WR)

ED 096 707 CS 500 823

Merritt, Floyd E.

Audience Analysis: A Computer Assisted Instrument for Speech Education.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Audiences, \*Communication (Thought Transfer), \*Computer Assisted Instruction, \*Educational Research, \*Public Speaking, Social Attitudes, Speech Education, \*Teaching Procedures

This paper reports on a combination questionnaire-attitude test designed to be used by speech instructors for the purpose of audience analysis. The test is divided into two parts and is scored by a computer. Part one requires the student to check items pertaining to class level, occupational goal, marital status, military service, high school grade average, geographical region, travel, job experiences, family income, and so forth. Part two assesses student attitudes and opinions on 75 issues (e.g., poverty and welfare, tax reform, air and water pollution, crime, foreign aid, and abortion) and personalities (e.g., Ralph Nader, Senator Kennedy, and Henry Kissinger). The instrument is designed to be administered at the beginning of a public speaking course and the data can be reported as simple percentages, correlation results concerning individual class versus total sample, or one item versus any number of items. The demographic items once carefully developed remain stable, but some of the attitude items may need to be changed, deleted, or new items added as these variables are likely to change over time. (WR)

ED 096 708 CS 500 826

Roberts, Churchill L. Becker, Samuel L.

Communication and Teaching Effectiveness—A Quantitative Study of Verbal and Nonverbal Communication in Vocational Education Programs in the State of Florida. Final Report.

University of West Florida, Pensacola.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jun 73

Note—200p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

#### POSTAGE

Descriptors—\*Communication Skills, \*Educational Research, Higher Education, Secondary Education, Teacher Behavior, \*Teacher Evaluation, \*Teaching Quality, Teaching Skills, Vocational Education, \*Vocational Education Teachers

The vocational education teacher was the focus of this study designed to gain a better understanding of how communication relates to teaching effectiveness in a vocational setting. Teaching effectiveness was defined in terms of four criteria: supervisor evaluations of teachers, student evaluations of teachers, absentee rate, and drop rate. The teachers who served as subjects for the study came from a number of industrial education programs located in Florida secondary schools, vocational-technical centers, and community colleges. Two trained observers spent two days with each teacher recording his behavior and the behavior of his students. Under-scoring the importance of communication skills, this study showed that there were identifiable differences in behavior among teachers categorized according to supervisor and/or student ratings. The "best" teachers were very dynamic, had superior delivery skills, spent a great amount of time in direct contact with their students, and created a pleasant social-emotional environment through the use of positive reinforcement and banter. Seven recommendations were made for vocational education on the basis of the findings in this study. (Author/RB)

ED 096 709 CS 500 828

Petelle, John L. Maybee, Richard

Items of Information Retrieved as a Function of Cue System and Topical Area.

Pub Date Apr 74

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974); Marginal legibility due to condition of original copy

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Cognitive Processes, Communication (Thought Transfer), \*Cues, \*Educational Research, Memory, Prompting, \*Recall (Psychological), Retention, Stimuli

This study used five cueing systems composed of 16 cues each in combination with three topical areas to form cue-topic pairs which acted as stimulus items for the retrieval of naturally stored information. The five cue systems were composed of: randomly selected words, randomly selected nouns, the Wilson and Arnold system, a modification of the Kant system of "categories of understanding," and the subject's own self-generating cues. On the basis of a frequency ranking, subjects from the same population as the experimental sample ranked three topics from a list of 20. A repeated measures design was used where subjects in each one of the cue system's groups were in a random order presented the same 16 cues three times, each time with a different one of the three topics forming 48-cue topic pairs overall. The results indicated that the subject's own self-generated cue system significantly facilitated a retrieval of naturally stored information as compared to the other four cue systems. There were no significant differences in the cue systems: random word, random noun, Wilson and Arnold, and Kant with respect to the facilitation of items or information retrieved. (Author/WR)

ED 096 710 CS 500 829

Erickson, Frederick Shultz, Jeffrey

Talking to an "Us" or a "Them": Differences in Performing the Speech Function "Formulation" in School Counseling Interviews.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date Dec 73

Note—38p.; Paper presented at the Annual Meeting of the American Anthropological Association (New Orleans, Louisiana, December 2, 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

## 50 Document Resumes

**Descriptors**—Communication Skills, \*Counseling, \*Counselor Attitudes, Educational Research, \*Ethnic Groups, Guidance, \*Interviews, \*Junior College Students, Oral Communication, Sociolinguistics, Student Attitudes

The research reported in this document shows how two junior college counselors perform "explaining what we are doing now" differently, depending on the social personage or identity of the student, and identifies the social meaning of different forms of "explaining what we are doing now." It shows how in formulating, counselors can say more than they mean or mean more than they say, implicitly communicating to the student the counselor's expectations regarding the student's ability to do what he is told to do during the encounter, to understand advice given, or to achieve a desired future goal. This report is divided into three sections. Section 1 defines key terms and issues. Section 2 illustrates two types of formulation—"explicit" and "implicit"—by examples of utterances and by quantitative summaries of differences in the form of doing formulation. Section 3 presents implications of our "micro-ethnographic" analysis of school talk for a general theory on interethnic relations. (SW)

**ED 096 711** CS 500 832

*White, Noel D. Greenbaum, Howard H.*

**Why Audit Communication in Organizations?**

Pub Date Apr 74

Note—18p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Administrative Problems, \*Communication (Thought Transfer), Higher Education, \*Organizational Communication, \*Organizational Effectiveness, \*Organizations (Groups), \*Personnel Evaluation, Planning

**Identifiers**—Communication Audits

The purpose of this paper is to present a common sense proposal, as opposed to a documented proposal, arguing for the adoption of a periodic communication audit procedure in organizations. The paper presents an approach and information the communication consultant can utilize in addressing management practitioners on the topic: "Why Audit Communication in Your Organization?" It does not furnish a communication audit procedure, but simply proposes a rationale for adopting such a procedure. (Author)

**ED 096 712** CS 500 835

*Radcliffe, Terrence R.*

**Interaction Patterns in Established and Ad Hoc Groups: An Experimental Comparison.**

Pub Date Apr 74

Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—College Students, \*Communication (Thought Transfer), \*Educational Research, Group Dynamics, \*Group Relations, \*Interaction, Interaction Process Analysis

**Identifiers**—Ad Hoc Groups

This study observed the communication behavior within ad hoc and established groups and compared the two types of groups on several indexes of interaction patterns. Ad hoc groups were individuals who had no in-group activity with each other prior to the experiment. Established groups were individuals who had nine 50-minute sessions of in-group activity with each other prior to the experiment. The subjects were 80 college students randomly divided into 16 five-member groups. At the conclusion of three weeks of group activities, 6 of the 16 groups were randomly selected to serve as the established groups for the experiment. The six ad hoc groups were systematically created from the students who were not divided into established groups. Each group participated in a videotaped decision-making discussion. Each group member was first given four choice dilemma problems, and the group was then told to discuss each problem and attempt to arrive at a consensus on each problem. The results indicated that the six established groups were not significantly different from the six ad hoc groups for feedback responses sent, person to group contributions, total contributions, receive-send ratio, selectivity ratio, and centrality index. (WR)

**ED 096 713** CS 500 838

*Greenberg, Bradley S. Reeves, Byron*

**Children and the Perceived Reality of Television.**

Pub Date Mar 74

Note—36p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974); Marginal legibility due to condition of original copy

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Children, \*Communication (Thought Transfer), \*Content Analysis, Elementary Education, Interpersonal Relationship, \*Perception, Social Influences, Student Experience, \*Television Research

Based on previous research findings and original data from school children in grades 3-6, this study examines children's perceptions of reality in television as an intervening variable between exposure to the medium and the effect of television messages. The specific focus of the current research was to isolate and identify factors which have impact on a youngster's perception of the reality of television content, and to examine perceptions of content realism where the content judged varied in level of abstraction. The study examines the role of real-life experiences, interpersonal communication about television, and a set of social locators in explaining a child's perceptions of television. (Author)

**ED 096 714** CS 500 842

*Moe, James D. Kyes, Elizabeth A.*

**Communication: A Survey of Today's Methods Courses and Implications for Tomorrow's Discipline.**

Pub Date 74

Note—12p.

Journal Cit—Journal of the Wisconsin Communication Association; v4 n2 p67-77 Spring 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*College Curriculum, \*Communication (Thought Transfer), \*Curriculum Development, Educational Development, Educational Research, \*Methods Courses, School Surveys, Secondary School Teachers, \*Speech Education, State Surveys, Teacher Education Curriculum

**Identifiers**—\*Wisconsin

This paper reports on a survey of methods courses at colleges and universities in Wisconsin associated with the training of prospective secondary teachers in communication. A questionnaire was administered to the 15 colleges and universities which offer a major and/or minor in what is called "speech" as certified by the Wisconsin Department of Public Instruction. The results of the questionnaire were as follows: most of the institutions offered two credits for the methods course; with two exceptions the grading system was found to be the traditional ABCDF procedure; approximately half of the institutions indicated that the instructor of their methods course held a joint appointment with education; only three institutions indicated that the methods course was ever taught on a team basis; eight institutions indicated that there were followup courses to the methods class; and of the institutions surveyed four major units of instruction emerged as most prominent—philosophy-definition, lesson plans, evaluation and testing, and micro-teaching experiences. As a result of the survey two major needs emerged; a need for a reasonably coherent set of categories by which the field might be apportioned and a need for a generic definition of the basic set which unites the discipline. (WR)

**ED 096 715** CS 500 843

*Bakony, Edward*

**Symbolism in the Feature Film.**

Pub Date Aug 74

Note—12p.; Paper presented at the University Film Association Conference (Windsor, Ontario, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Characterization (Literature), \*Color, \*Communication (Thought Transfer), Figurative Language, \*Films, \*Film Study, Higher Education, Imagery, \*Symbols (Literary)

**Identifiers**—\*Film Criticism

A study of symbolism in feature films reveals how the symbolism employed by film makers can serve as a bridge between feeling and thought,

and between aesthetics and cognition. What individuals read from and learn through a symbol varies with what they bring to it. The filmmaker's symbols must be universal and not private. However, symbolism in a film can be so subtle that the audience may be unaware of its existence. A symbol arises when an image is surrounded by a complex of conscious and unconscious associations. Its impact depends on its cultural context. Film directors integrate symbols with theme, character, and predicament. Ingmar Bergman uses water repeatedly throughout such films as "Winter Light" where the rushing, sparkling stream contrasts with the still body of a man who has killed himself. Directors are increasingly aware of the symbolic properties of color. We must bring to the study of symbols aesthetic experience in the form of viewing significant films, rich in symbolism, together with wide exposure to the humanities and social sciences. (SW)

**ED 096 716** CS 500 844

*Boyd, John A.*

**Peer Selection and Success in the Beginning Oral Interpretation Course.**

Pub Date Nov 73

Note—10p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Albuquerque, New Mexico, November 19-21, 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—College Students, \*Educational Research, \*Evaluation Methods, \*Interpretive Reading, \*Peer Acceptance, \*Social Relations, Speech Instruction, Undergraduate Study

To determine if a relationship exists between peer selection and success in the basic oral interpretation class, 98 subjects from eight introductory classes of oral interpretation were asked during a testing period to rank each other on the criterion of "Who would you like to work with on the next project in this class?" The ranking was facilitated by having each class member's name typed on a note card, and the subjects were asked to stack the cards in rank order. The ranking took place four weeks before the end of the semester so the development of social interaction from the beginning of the semester would be stabilized. Results showed that a significant relationship exists between peer group rank and course grade if the interaction between the structure is at a high level. (SW)

**ED 096 717** CS 500 846

*Taylor, Stephen A. Hamilton, Peter K.*

**The Effect of the Basic Speech Course on Anxiety, Dogmatism, Cognitive Ability, and Communicative Ability.**

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Anxiety, Basic Skills, \*Cognitive Ability, \*Communication (Thought Transfer), \*Dogmatism, Educational Research, Higher Education, Language Skills, \*Speech Curriculum

Recently the call for a "balanced" approach to the basic course in speech communication has caught the imagination of numerous directors and teachers of fundamentals courses. This paper examines the assumption that a "balanced" course in speech communication can provide significant improvement in the following respects: (1) the ability to see logical, abstract relations; (2) tendency to view a communicating message separately from the source sending it; (3) levels of anxiety when communicating; (4) assessment of their own communicative abilities; and (5) inclination to participate in communicative acts. None of the assumed improvements occurred. Results of the study are discussed in light of the experimental design used, since a less rigorous design, one often found in studies finding significant positive effects of the basic speech communication course, did produce significant differences in two hypotheses. (Author)

**ED 096 718** CS 500 848

*Seibold, David R. Steinfatt, Thomas M.*

**Game Theory and Communication Process Research.**

Pub Date Apr 74

Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavior Patterns, \*Communication (Thought Transfer), \*Educational Research, \*Game Theory, Higher Education, Human Relations, \*Simulation, Social Relations Identifiers—\*Communication Research

Following a brief review of the terminology, important research, and distinguishing characteristics of game theory, four potential benefits of a game theoretic approach to communication research are proposed; game simulations facilitate communication process research; a game matrix enables the researcher to simulate situations in which communication functions as an essential determinant of behavior; use of game simulations permits the precise measurement of behavioral choices which result in real gains and losses; and game simulations in communication research necessitate a clear definition of communication and how it differs from other behaviors. The paper also includes a description and extended discussion of the "creative alternative" game and a summary of programmatic empirical research on communication in game simulations. Further questions for research are proposed at the conclusion of the paper. (Author/RB)

ED 096 719 CS 500 850

Petric, Vladimir K.  
Soviet Revolutionary Films in America (1926-1935). Part One: The Theoretical Impact. Part Two: The Practical Impact.

Pub Date 73  
Note—548p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-1945, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Editing, \*Film Production, \*Films, Film Study, \*United States History

Identifiers—American Films, Film Criticism, \*Film Influences, Union of Soviet Socialist Republics

In order to test the hypothesis that Soviet revolutionary films influenced American film makers' attitudes concerning the importance of form and structure through editing, this dissertation explores the areas of affinity and contrast between the two national cinemas during the period when Soviet silent films were originally released in the United States (1926-1935). Part 1, "The Theoretical Impact," sketches the cultural climate at that time, considers the extent to which Soviet concepts and theories of montage may be said to have influenced American film theoreticians, and traces revisions or developments of the montage principle in American cinema. Scholarly, professional, and craft sources are cited. Part 2, "The Practical Impact," examines certain American films in a comparative as well as analytic approach. The dissertation concludes that the range and magnitude of the interdependence of Russian and American films is greater than previously known. Appendixes include a filmography of all Soviet silent films released in the United States through 1935, with a chronology of release dates, and a summary of research material available in New York City concerning local censorship and the coverage of Soviet films in the daily press. (Author/JM)

ED 096 720 CS 500 851

Monge, Peter R. And Others

A Preliminary Causal Model of the Formation of Communication Structure in Large Organizations.

San Jose State Univ., Calif.  
Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date April 74

Note—27p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Field Studies, Higher Education, Information Dissemination, \*Information Networks, Interpersonal Relationship, Military Personnel, \*Models, \*Organization, \*Organizational Communication

This paper reports on initial efforts to develop and test a model which will account for the formation of communication structure in large organizations. Communication structure may be defined as those metric variables obtained from the quantitative analysis of communication network data. Communication networks may be defined as the patterns of human-to-human contacts through which information flows in an organization. Laboratory and field studies have shown several factors to be related to communication structure. Their findings provide the basis for a model which is formalized into a set of propositions and mathematized as a set of recursive simultaneous equations, that is, a path analytic model. Findings are reported from a field study in which network and other data were gathered from naval personnel in a large midwest training facility (n=480). The structural data are analyzed in conjunction with the other data to test the "goodness of fit" of the theoretical model with empirical reality. While the data do not permit substantive conclusions regarding the determinants of communication structure, the paper concludes with suggestions for revision of the model and further analysis. (Author/RB)

ED 096 721 CS 500 854

Jeffrey, Robert C., Ed. Work, William, Ed.

Long Range Goals and Priorities in Speech Communication: Proceedings of the Speech Communication Association. Summer Conference (9th, Chicago, July 12-14, 1973).

Speech Communication Association, New York, N.Y.

Pub Date Jul 73

Note—172p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), \*Conference Reports, \*Futures (of Society), \*Higher Education, Language Arts, \*Performance Based Teacher Education, Secondary School Teachers, Speech Curriculum, Speeches, \*Speech Instruction, Teacher Improvement

This document contains the proceedings of the 1973 Speech Communication Association Summer Conference. Held to expand the impact of the 1972 Airline Conference, which considered long-range goals and priorities for the Association and the profession, the summer conference emphasized education priorities, research priorities, and future priorities. Included here are major addresses by Neil Postman, who discusses media ecology and its role in communication education, and L. S. Harms, who discusses "The Communication Rights of Mankind: Present and Future." Division Groups discuss such topics as Communication in the Secondary School Language Arts Curricula, and New Thrusts in Departmental Organization and the Preparation of Teachers. Appendixes cover the following topics: Commissioned Stimulus Statements on Competency-Based Teacher Education; Commissioned Stimulus Statements on Communication in Secondary School Language Arts Curricula; and Commissioned Stimulus Statements on Implications of University Reorganization of Speech Departments for the Preparation of Secondary Communication Teachers. A prepared list of materials and bibliographies on future communication technologies is also included. (SW)

ED 096 722 CS 500 855

Hoffman, Carolyn

A Survey of Speech and Drama Activities in the Secondary Schools of Arizona.

Pub Date 74

Note—14p.

Journal Cit—Journal of the Arizona Speech and Drama Association; v3 n2 p35-46 Spring 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Personnel, \*Curriculum, \*Drama, High Schools, Secondary Education, \*Speech, \*State Surveys, \*Teacher Qualifications, Teachers Identifiers—\*Arizona

In order both to examine critically the present status of speech-theatre course offerings, co-curricular programs, and staff credentials in Arizona high schools, and to survey school administrators as well as speech and drama teachers to determine Arizona's need for speech-theatre personnel, questionnaires were sent to personnel in all 138 Arizona high schools. A total of 103 schools responded, and each answer was tabulated by

total number and then by percentage. Findings showed that (1) speech and drama courses are not required, are often considered as electives, and assume a low-status role in many school curricula; (2) the most frequently cited reason for lack of participation in speech and drama activities was lack of interest; (3) there is a marked improvement in teacher qualification since 1963; and (4) many schools (39) not offering speech and drama courses plan to include them in the curriculum in the near future, and many other schools expect to improve and expand existing courses and activities. Appendixes provide a list of reporting schools, the questionnaire (with results), and cover letters. (JM)

ED 096 723

CS 500 856

Hooker, Charlotte Schrader

On Writing a Film Script.

Pub Date 74

Note—17p.; Prepared at Longwood College, Farmville, Virginia

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Instruction, \*Composition (Literary), Creative Writing, \*Films, \*Scripts

The teaching of film script writing—either as an end in itself or as a means of sharpening the student's visual and narrative awareness—can intensify the student's responsiveness to literature and increase his sense of continuity and consistency of point of view when writing compositions. When developing a silent screen script, students should first choose a subject, then plot out the incident shot by shot, including all essential details and remembering three necessary rules of camera movement, and finally write the script, following specific guidelines. After mastering the silent script, students can proceed to composing a sound script, adapting a familiar narrative poem or a short story. (Included are a glossary of film terms, a silent film script titled "Bus Stop," and drawings depicting scenes for camera shots.) (JM)

ED 096 724

CS 500 857

Morrison, Matthew C.

Bitter Roots and Sweet Fruit: Notes on Elementary Speech Communication Instruction.

Pub Date 74

Note—9p.

Journal Cit—Georgia Speech Communication Journal; v5 n2 p4-10 Spring 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication Skills, Elementary Education, Higher Education, \*Language Arts, \*Rhetoric, \*Speech Instruction, \*Teacher Education, \*Teaching Techniques

Communication theory, classical rhetoric, and love of language are three major roots that may inform and stimulate elementary speech teachers. First, books, puppets, and painted illustrations may be useful in teaching communication theory. For example, children may be made aware of the paralinguistic potential by working with puppets, allowing the voice to indicate to the audience the character of the puppet. Puppetry provides the teacher with an opportunity to talk about communication theory, body language, and caricature. Second, classical rhetoric also shapes many speech activities. For example, the "Progymnasmata," the first exercises in rhetorical training, can be adapted to elementary speech instruction today; and the advice of Quintilian, Hermogenes, and Cicero on narrative exercises is immediately applicable to the primary classroom. And third, love of language which has always been a controlling obsession in the Greek mind, should help to lead children to "discover the potentialities of language in terms of sound and rhythm, to savor the curiosity of language and to wallow in words." (SW)

ED 096 725

CS 500 860

Robinson, Deanna Campbell

Film Analyticity: Variations in Viewer Orientation.

Pub Date Jun 74

Note—204p.; Ph.D. Dissertation, University of Oregon

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Attitudes, \*College Students, Communication (Thought Transfer), Educational Research, Films, \*Film Study, Speech Instruction, \*Surveys, \*Visual Literacy Identifiers—Film Criticism

This dissertation consists of four studies which identify some areas of difference between viewers who use the film medium in a personally profitable manner and those who use it less well. In Study 1 a theoretical definition of "film analyticity" is developed. An analytical film viewer is defined as an individual who (1) values the film medium for self-enhancement rather than just entertainment, (2) pays attention to coming films and is very selective about which films he chooses to attend, and (3) exhibits critical viewing behavior when he is inside a movie theater. Study 2 operationalizes the theoretical definition in the form of a unique Guttman scalogram. Study 3 examines three kinds of behavioral reaction to film—evaluation, comprehension, and attitude assimilation. Study 4 explores some personal and social characteristics that might differentiate analytical from less analytical film viewers. Results portray the analytical film viewer as an individual who has been interested in and has had experience with the medium since childhood; who, as a child, was around adults with an interest in the medium; and who still goes to many films and enjoys studying about them. As a child, the analytical film viewer attended more cultural and artistic events than his less analytical peers. (Author/SW)

ED 096 726 CS 500 862

Reynolds, William M., Ed.

How Can the Federal Political System Best Be Improved? 1974-75 National High School Debate Resources.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—960p.; Collection of 22 documents reproduced on 10 microfiche; See related document CS 500 728

Available from—Speech Communication Association, Statler Hilton Hotel, New York, New York 10001 (\$3.95 prepaid, microfiche only)

Document Not Available from EDRS.

Descriptors—Change Strategies, \*Debate, \*Federal Government, \*Improvement, Political Attitudes, Political Influences, \*Political Issues, Politics, \*Resource Materials

Identifiers—\*National High School Debate Resolutions 1974 75

This packet of 10 microfiche (a total of 960 pages) contains resource materials concerning the 1974-75 National High School Debate issue, political reform. The majority of these items consist of material from United States Congressional activity (e.g., reports from several Senate and House committees, a statement by Birch Bayh on direct popular election of the president and vice president, a document from the House on how our laws are made). The remaining materials derive from Common Cause, the "American Political Science Review," the Democratic National Committee, the United States Supreme Court, and British Information Services. (JM)

ED 096 727 CS 500 868

Ruby, James Anthony

A Four-Year Interdisciplinary Humanities Program and Its Emphasis on Communication Techniques.

Pub Date 73

Note—185p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-20,961, MF: \$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Conventional Instruction, Doctoral Theses, Educational Innovation, Group Discussion, \*Humanities, Independent Study, \*Instructional Innovation, \*Interdisciplinary Approach, \*Oral Communication, Student Interests

This thesis examined evaluative information concerning the effect a 4-year interdisciplinary humanities program—in which the prevailing teaching technique was oral communication—had on the theories considered important in the educational process. Approximately 300 twelfth grade verbal and math Scholastic Aptitude Test scores of students taught in a traditional manner were compared with more than 300 of the same scores of students instructed in a 4-year interdisciplinary humanities program. Students trained in a traditional system and students instructed in an innovative program completed the Gordon "Survey of Interpersonal Values" and a student appraisal sheet. Findings showed that: (1) educa-

tional innovations had no adverse effects on verbal and math test scores when compared to test scores prior to the pedagogic changes; (2) student interest greatly affects the academic placement of students given the right to place themselves; (3) students instructed in the interdisciplinary approach use small group discussion with much greater frequency than students trained in the traditional method; and (4) individuals in the innovative system involve themselves to a greater extent with the opportunity for independent study than do those in the traditional program. (Author/JM)

ED 096 728 CS 500 879

Lyons, Mary Harding

A Curriculum Design for a Communications Course Related to a Critical Analysis of the Characteristics of Community College Students in a Compensatory Program.

Pub Date 74

Note—154p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-14,729, MF: \$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—College Programs, \*Communication (Thought Transfer), Communication Skills, \*Community Colleges, \*Curriculum Design, Doctoral Theses, Educational Research, Higher Education, \*Low Achievers, \*Student Motivation

The purposes of this study were to provide a system of classification of the motivational characteristics of the high-risk student, to submit this system to instructors of a selected sample of high-risk students for their classification of the students, to test the reliability of the raters by an analysis of variance formula, and to design a communications curriculum for these students. The subjects were 243 students of the Basic Studies Program, General Studies Division of South Campus, Tarrant County Junior College in Fort Worth, Texas. Some of the findings were that there is a need for a variety of instructional modes to implement the curriculum, the curriculum can be designed to provide a level of success for all students in the program, the characteristics of the students are more important than the subject matter and the instructional procedures, and the Basic Studies program in the communications curriculum was effective. The implication of this investigation is that the certain failure predicted by bottom quartile test entry scores of community college students is reversible. (Author/RB)

ED 096 729 CS 500 880

Mathias, Michael Theodore

The New Theater and the New English: Parallels and Differences.

Pub Date 73

Note—360p.; Ed.D. Dissertation, Rutgers University The State University of New Jersey

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-8869, MF: \$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Class Activities, Doctoral Theses, \*Drama, Educational Theories, English Curriculum, \*English Education, \*English Instruction, Higher Education, \*Teaching Methods, \*Theater Arts

Identifiers—\*Figural Tradition

This investigation examines the historical influences on the New Theatre in terms of a figural tradition and suggests that the New English may also be analyzed in terms of a figural tradition. In part 1, a new theory of the "historical figura" is proposed. The first chapter describes the origins of the "human figura" in sculpture, pantomime, and rhetorical delivery. The second chapter describes the "rare pose" as a studied gesture in mannerism, and the third chapter considers the relationships between the "speaking picture" discussed in Sidney's "Defence" and its embodiment in Renaissance tapestry. In later chapters, evidence supports the theory that the "figura" was created by the mannerist urge to refer the human body to the Ideal embedded in statuary. Part 2 traces the origins and development of the New Theatre and its influence on the aesthetic of Grotowski, and considers further the figural tradition in the context of Jungian archetypes, Oriental theatre, and the Dartmouth seminars in 1966. The relevance for English Education is the transformation of the classroom into a laboratory like

the New Theatre Laboratory. The closest parallel between the New Theatre and the New English centers around the experiential question in both art forms. (Author/RB)

## EA

ED 096 730 EA 006 295  
Grievance Procedures. The Best of ERIC Series, No. 3.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Contract—OEC-0-8-080353-3514

Note—4p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Administrator Role, \*Annotated Bibliographies, \*Collective Negotiation, Elementary Schools, \*Grievance Procedures, Principals, Secondary Schools

This annotated bibliography lists 15 sources related to grievance procedures in public schools. The documents and journal articles, all from the ERIC system, discuss aspects of written grievance procedures such as the status, definitions, role responsibilities, administration, collective bargaining, and grievance procedure development. Some specific examples of written grievance procedures are cited. (Author)

ED 096 731 EA 006 332

Kinsey, Patricia, Ed.

Rankings of the Counties and School Districts of South Carolina, 1972-73.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date Apr 74

Note—193p.; A related document is EA 006 385

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Comparative Statistics, Demography, Educational Finance, \*Educational Research, Employment Patterns, Enrollment Trends, Expenditure Per Student, Income, Public Schools, School Districts, \*School Statistics, Statistical Data, \*Tables (Data) Identifiers—Counties, \*South Carolina

The ranked lists of South Carolina school district and county data contain information that may be useful to local school authorities in interpreting, comparing, and evaluating certain aspects of their educational programs. The tables were prepared from data entered in the records of public information. Data include school enrollment, attendance, assessed valuation, tax levy, school revenue receipts and expenditures, population, farm products, manufacturing products, tax receipts, employment, and earnings. Each table in this publication is presented twice, first alphabetically according to the county or district names, then numerically according to rank. (Author/MLF)

ED 096 732 EA 006 377

Educational Change Agents, Modules & Materials: Volumes 1 and 2.

Michigan Univ., Ann Arbor. School of Education. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Grant—OEG-0-72-1640

Note—526p.; Pilot Training Program for Innovation Process Generalists

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—Adoption (Ideas), \*Change Agents, \*Change Strategies, \*Educational Change, \*Educational Innovation, Evaluation Criteria, Inservice Education, Leadership Training, Problem Solving, Training, \*Training Techniques

This two-volume report describes three 8-hour training packages designed to provide trainees with some of the knowledge and skills necessary to function effectively as educational change agents. These modules, described in volume 1, can be adapted to include information from the client system's change activities for use in several of the training sessions of each module. The

modules focus on building collaborative relationships between change agents and clients and on gaining acceptance of planned changes. The first module illustrates the six stages of the problem-solving process and assists participants to identify the factors and forces that should be taken into consideration at each stage. The second module focuses more specifically on the knowledge and skills relevant to building and sustaining a relationship with a client system. The third module addresses the variables that should be considered when the change agent is gaining acceptance for an innovation in a system. The training modules are composed of a series of activities for both cognitive input and experiential skill practice and can be used with groups of from 15 to 100 people. Volume 2 is comprised of seven appendices that contain the evaluation design plan and materials, as well as materials for each of the three modules. It also includes evaluation data and feedback from field tests and the checklists used in all modules. (Author/DN)

**ED 096 733** EA 006 407

**Case Studies of Energy Use: Elementary and Secondary Schools. BSIC/EFL Energy Workbook No. 1.**

Building Systems Information Clearinghouse, Menlo Park, Calif.

Pub Date Oct 74

Note—24p.; A related document is EA 006 323. Available from—BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025 (\$2.00, postpaid)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Building Design, \*Building Operation, Case Studies, \*Climate Control, \*Comparative Analysis, Computer Programs, Design Build Approach, Elementary Schools, \*Energy Conservation, \*Fuel Consumption, School Maintenance, Secondary Schools, Simulation, Tables (Data)

Identifiers—Life Cycle Cost Analysis

This report is the first in a series of energy use studies intended to provide real life examples of the implication of energy conservation practices. Research reports from five public school districts describing their methods of measuring and conserving energy are summarized. While investigating the responses of various school districts to the energy crisis, BSIC arrived at some conclusions regarding the current energy situation and the possibility of coping with it by rational procedures. These conclusions, discussed in the final section, relate to (1) the problems of analysis using existing tools, (2) the need for design and operation energy use guidelines, and (3) the need for more complete energy use studies. (Author/MLF)

**ED 096 734** EA 006 408

**Heath, Kathryn G. Ministries of Education: Their Functions and Organization. Bulletin 1961, No. 21.**

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14064

Pub Date 62

Note—689p.

Available from—superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Bulletin 1961, No. 21, \$2.50)

**EDRS Price MF-\$1.20 HC-\$33.00 PLUS POSTAGE**

Descriptors—\*Administrative Organization, \*Comparative Education, Cross Cultural Studies, Developed Nations, Developing Nations, \*Educational Administration, Government Role, International Education, \*National Programs, National Surveys, Organization, \*Public School Systems

Identifiers—\*Ministry of Education

This book focuses on the public administration of education at the national level of governments. Specifically, it relates to functions and organization—rather than to educational systems per se. The first part is devoted to a multinational comparative analysis, presenting comparative data on functions and organization of the ministries, together with brief study findings. The next part contains national sections, each of which summarizes official materials on a country-by-country basis. Presented in these sections are some background data concerning the government setting in which educational administration functions; and the official bodies concerned with education. The study is based on official materi-

als supplied or referenced by 69 governments in response to a questionnaire. (Author/WM)

**ED 096 735** EA 006 409

**Klonglan, Gerald E. And Others. A Causal Model of Consensus Formation and Effectiveness.**

Pub Date 6 Apr 74

Note—20p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (38th, Omaha, Nebraska, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Communication (Thought Transfer), Data Collection, \*Group Behavior, Interpersonal Competence, \*Models, Nonformal Education, Organizations (Groups), \*Research, Social Adjustment, Social Development, \*Socialization, Statistical Analysis, \*Teamwork, Welfare Agencies

Identifiers—\*Consensus, Etzioni (Amitai)

The purpose of this study, completed with personnel who work in local disaster services, was to obtain data to test Etzioni's model of consensus and effectiveness. The data indicate that both early socialization and communication with elites are associated with consensus formation. Consensus formation and communication have direct and significant effects on individual effectiveness while socialization does not. (Author)

**ED 096 736** EA 006 410

**The 80s: Where Will the Schools Be? The Responses of 14 Principals.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date 74

Note—60p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$3.00, Quantity discounts. Payment must accompany order)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Administrator Attitudes, \*Educational Change, Educational Innovation, Educational Planning, Educational Programs, \*Futures (of Society), High Schools, Humanization, Prediction, \*Principals, Relevance (Education), Secondary Schools, \*Technological Advancement, Trend Analysis, Values

This monograph comprises 14 essays by practicing principals outlining their predictions and projections for the administration of schools in the 1980's. Some of the essays reflect conservative, others imaginative, thinking. However, all are based on years of practical experience in school administration and reflect the candid thinking of these educational leaders on the facts of life for education: decreasing student population, less mobile school staffs, and limited supplies of monies for operating schools. (Author/EA)

**ED 096 737** EA 006 411

**Silverman, Leslie J. Jewell, Forrest**

**Staffing Characteristics of Elementary and Secondary Schools: Spring 1970.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 74

Note—207p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. 74-216; \$3.40)

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

Descriptors—Class Size, Elementary Schools, \*School Demography, School Personnel, \*School Statistics, School Surveys, Secondary Schools, \*Staff Utilization, Statistical Data, Student Distribution, \*Surveys, \*Tables (Data), Teacher Distribution

The data on staffing characteristics of schools in the United States were collected in the spring of 1970 from responses of a survey sample of approximately 1,200 local public elementary and secondary schools representative of the nation's 81,000 local public schools in systems with enrollments of 300 or more. The survey was designed to determine the numbers working in each major assignment category in the public schools in the United States; the extent to which persons specialized in only one assignment category; how many schools employed persons in specific assignment categories; how many pupils were enrolled in schools from which a particular staff assignment was absent; how many classroom

aides and other aides were employed; and what factors affected the patterns of elementary and secondary school staffing. (Author/WM)

**ED 096 738** EA 006 412

**Sorgen, Michael S. And Others**

**State, School, and Family. Cases and Materials on Law and Education.**

Pub Date 73

Note—1,014p.

Available from—Matthew Bender and Co., Inc., 235 East 45th Street, New York, New York 10017 (\$19.50)

**Document Not Available from EDRS.**

Descriptors—Ability Grouping, Boards of Education, \*Court Cases, Curriculum, Educational Finance, \*Educational Legislation, Equal Education, Federal Programs, Freedom of Speech, Governance, Instructional Materials, \*Law Instruction, School Integration, \*School Law, Student Rights, Teachers, \*Textbooks

Identifiers—Legal Liability

This book explores the relationships between law and education, as expressed in the developing body of "education law." The emphasis is on elementary and secondary education, both public and private, although materials on higher education are included throughout. The book is divided into (1) "The Governance of Education," which explores the education system's structure and the influences within and outside of the structure; (2) "Members of the School Community," which concerns the legal status accorded the roles of student, parent, and teacher within the educational system; (3) "Content and Conflict in Public Education," which augments status with role by investigating the affirmative rights, especially federal constitutional rights, of the various actors within the system; and (4) "Equality of Educational Opportunity," which explores the many problems the system encounters in attempting to deal with the elusive concept of equality in the schools. The concluding section, "Alternative Choices in Education," returns to governance structure problems to consider some of their newer facets in light of considerations discussed in the previous four parts. (Author/JF)

**ED 096 739** EA 006 413

**Houston, Samuel R., Ed.**

**Judgment Analysis: Tool for Decision Makers.**

Pub Date May 74

Note—184p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$5.00)

**Document Not Available from EDRS.**

Descriptors—\*Committees, Computer Programs, \*Decision Making, Educational Research, \*Group Dynamics, \*Multiple Regression Analysis, \*Policy Formation, Problem Solving

Identifiers—Consensus, JAN, \*Judgment Analysis

The educator today often makes decisions in the face of uncertainty. Although many of these decisions have widespread implications, all too often these determinations are made without benefit of an appropriate decisionmaking procedure. The educator should identify those variables important to arriving at decisions about students' grades, student placement in special education, the hiring of new teaching personnel, and the selection of curricular materials. In the past, no suitable methodological procedures have been provided the educator to aid him in making rational judgments. The Judgment Analysis process (JAN) shows promise for educators faced with decisionmaking responsibilities. This process combines a multiple regression approach with a hierarchical grouping technique to identify and describe the rating policies that exist within a board or a committee of judges. It can be used to help the members of such boards or committees reach a consensus and to express their final joint policy in a precise manner. A series of articles in this book describes the technique and its applications. (Author/JF)

**ED 096 740** 80 EA 006 414

**Grady, Michael J., Jr.**

**Using Educational Indicators for Program Accountability. Cooperative Accountabilities Project Bulletin No. 5139.**

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Bull-5139

Pub Date Sep 74

Note—60p.; A related document is ED 091 869 Available from—Cooperative Accountability Project, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203 (Single copy Colorado requests) all others: SEAR, Wisconsin Dept. of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Educational Accountability, \*Educational Assessment, \*Educational Objectives, \*Evaluation Criteria, \*Evaluation Methods, Guides, Information Dissemination, School Districts, State Departments of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, \*Indicators

Some States (notably New York, Pennsylvania, and Oregon) collect information which provides evidence or indicators that their school programs are doing what they are intended to do. For example, finding out how many college preparatory students are still in college and how many vocational students are gainfully employed in the vocation for which they prepared one year after high school graduation. Educational indicators are gathered either from questionnaires sent to parents and students, or evolved from information already being collected at district, county, State, or federal levels. Indicators can greatly assist local school administrators, as well as the lay public, by allowing them to view the existing educational program in a perspective different from the traditional one. The purpose of this monograph is to present a rationale for the use of educational indicators as significant components in the evaluation of school programs. (Author/JF)

ED 096 741 EA 006 415

Davis, Buddy  
Articles on Educational Accountability in Universal English. Revised.

Florida State Dept. of Education, Tallahassee.  
Pub Date Feb 73

Note—20p.  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Accreditation (Institutions), Comprehensive Programs, \*Educational Accountability, \*Educational Assessment, \*Educational Planning, Evaluation Methods, Inservice Teacher Education, Needs  
Identifiers—\*Florida

Virtually every profession has adopted a special vocabulary and style of communication which tends to be incomprehensible to persons outside the profession. The special vocabularies serve the professions well—until it comes time to communicate with "outsiders." Then, the professional jargon must be translated into "universal English." In this publication, the author provides both the general citizenry and professional educators a nontechnical explanation of the concept and total program of accountability in Florida education. The presentation includes such topics as needs assessment, pupil assessment, accreditation, and comprehensive planning. (Author/JF)

ED 096 742 EA 006 416

Niedermayer, Gretchen Kramer, Vicki W.  
Women in Administrative Positions in Public Education. A Position Paper.

Recruitment Leadership and Training Inst., Philadelphia, Pa.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Jul 74

Note—72p.  
EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Administrative Personnel, Administrator Characteristics, \*Educational Administration, Educational Trends, \*Feminism, Public Education, \*Sex Discrimination, Sex Role, Staff Role, Statistical Data, Women Teachers, \*Working Women

Identifiers—Female Role, \*Women Administrators

This paper takes the position that women can and should be represented as administrators in greater proportion to their numbers in public education, and that concrete steps must be taken to remedy the present imbalance. The paper is based on material from professional publications dealing with sexism and the role of women in education; conferences of educators and interviews with participants in these conferences; in-

terviews with people in government agencies, private and professional groups, and several school systems involved in reform efforts; reports on specific school systems; reports of special task forces; and on events on the federal level and in selected States. The publication documents the virtual absence of women from administrative positions in public education, explores reasons for the declining percentages of women in public education, and reviews and recommends ways to begin reversing this trend. (Author/DN)

ED 096 743 EA 006 417

Moffat, James G.  
Program Audit Handbook.

Pub Date 11 Jun 74

Note—254p.; Submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Educational Accountability, \*Educational Programs, Evaluation Criteria, \*Evaluation Methods, Federal Aid, \*Federal Programs, \*Program Administration, Program Costs, Program Design, \*Program Evaluation, School Districts

Identifiers—Chicago Public Schools, \*Program Auditing, Program Monitoring System

This handbook has been designed to assist personnel within the Chicago Public Schools to assess the operation of their government funded programs, make certain that these programs are being implemented in accordance with the design as funded, and that they are in compliance with appropriate legislation and guidelines. The handbook establishes a method wherein objective observations based on specific factors written into the project being implemented can be reviewed to ascertain the degree of implementation and legal compliance at the local level. The method is intended to be implemented prior to an audit conducted by the funding agency, which audit might result in the filing of an exception and a resultant loss of funds were it not preceded by such a review. (Author/DN)

ED 096 744 EA 006 418

Janssen, K. C. Cole  
Matters of Choice. A Ford Foundation Report on Alternative Schools.

Ford Foundation, New York, N.Y.

Pub Date Sep 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Alternative Schools, \*Community Schools, Educational Accountability, \*Educational Alternatives, Educational Change, Educational Development, Educational Programs, \*Experimental Schools, Federal Programs, \*Open Education, Open Plan Schools, Relevance (Education), School Community Relationship

Identifiers—East Harlem, Parkway Program

This report examines the Ford Foundation's efforts in developing and implementing alternative schools to the public schools or in providing seed money to new alternatives designed for public support. The publication begins with a look at the origin of the alternative school movement and then describes several kinds of school alternatives assisted by the Foundation in recent years, such as the Philadelphia Parkway Program, a school without walls; the East Harlem Block Schools, two day-care centers and a private elementary school scattered in three large storefronts in different locations; and the Massachusetts Experimental School System, established as a model for other school systems in the State. The Foundation advocates public funding as the long-term solution to the question of survival for most alternative schools. (Photographs may reproduce poorly.) (Author/DN)

ED 096 745 EA 006 419

What 125,000 Ohioans Want from Their Schools. Alternatives for Educational Redesign.

Ohio State Dept. of Education, Columbus.

Pub Date 73

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Citizen Participation, Community Role, Design Preferences, \*Educational Accountability, \*Educational Alternatives, Educational Assessment, Educational Change, Educa-

tional Development, Educational Legislation, Educational Needs, \*Educational Planning, Public Opinion, School Community Relationship, \*Statewide Planning

Identifiers—Educational Design, \*Ohio

This conference report presents, in a condensed form, the reactions by a representative group of 1,500 Ohioans to the suggestions generated by nearly 125,000 participants in local, county, and regional seminars regarding educational redesign and accountability. The conference was held to satisfy the requirements of an Ohio law which makes the State Board of Education responsible for defining the measurable objectives for which schools are to be held accountable. Conference participants in 21 groups considered a paper entitled "Alternatives for Educational Redesign," while those in 23 groups saw two videotapes on six possible accountability strategies and discussed each. Sixty percent or more of the educational redesign questions received a favorable response. Topics considered included curriculum, teacher education, and student programming redesign; education governance; and school-community relationship and service. Accountability Model 2, involving the use of achievement and attitude tests, was selected most by participants. Appendices 1 and 2 present the small group totals and State totals for each of the redesign and accountability suggestions. Votes on recommendations which emanated from the small groups are included in Appendices 3 and 4. (Author/DN)

ED 096 746 EA 006 420

Grube, Karl William

The Economic Influences of Elementary School Sites on Residential Property Tax Revenue in Selected Urban Neighborhoods.

Pub Date 73

Note—227p.; Ph.D. Thesis, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-15,738, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*Assessed Valuation, Comparative Analysis, Economic Factors, Economic Research, Educational Research, \*Elementary Schools, Housing, Housing Patterns, \*Open Plan Schools, Parks, \*Property Taxes, Site Development, \*Tax Rates, Tax Support

Identifiers—House Values

This study attempted to: (1) develop research criteria and statistically valid analyses; (2) measure the economic influences of well-developed and undeveloped elementary school sites, large open space and small, or limited space school sites, on the market sale prices of comparable single-family residential housing units in matched pairs of urban neighborhoods; and (3) make estimates of the potential additional property tax revenue yields for residential housing units of the well-developed school sites based on the 1972 property tax millage rates applicable in the subject population neighborhoods. The study selected matched pairs of elementary school sites neighborhoods in the school districts of Dearborn and Lansing, Michigan. Findings indicate that residential housing units located in close proximity to large, open space elementary school sites produce higher market sale prices than do comparable residential housing located at the same proximity to small, limited space elementary school sites; higher market sale prices occur for residential housing units located near well-developed, small, limited space elementary school sites as compared to similar residential housing units located four or more street crossings away from the subject site; and the projected potential additional property tax revenue yields from residential housing units surrounding large, open space elementary school sites could be sufficient to pay the additional investment for open space acreage, site development, and site maintenance when collected over a 30-year period. (Author/DN)

ED 096 747 EA 006 421

Design Concepts for Optimum Energy Use in HVAC Systems.

Electric Energy Association, New York, N.Y.

Pub Date [74]

Note—31p.

Available from—Electric Energy Association, 90 Park Avenue, New York, New York 10016 (Free)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Air Conditioning, \*Climate Control, Controlled Environment, \*Design Needs, Electrical Systems, \*Energy Conservation, Equipment Utilization, Heating, Lighting, Mechanical Equipment, Merchandise Information, Technology, Ventilation  
**Identifiers**—\*Design Technology, Heat Recovery Systems, HVAC Systems

Much of the innovative work in the design and application of heating, ventilating, and air conditioning (HVAC) systems is concentrated on improving the cost effectiveness of such systems through optimizing energy use. One approach to the problem is to reduce a building's HVAC energy demands by designing it for lower heat gains and losses in the first place. Another approach taken by designers in response to their awareness of the need to optimize HVAC energy has been to seek new systems and equipment. This booklet is a conceptual review of the state of the art of HVAC systems and components that have come out of continuing efforts toward more efficient use of energy through technology. (Author/MLF)

**ED 096 748** EA 006 422

Moriarty, Dick Duthie, James  
 Sports Institute for Research/Change Agent Research-SIR/CAR.

Canadian Association for Health, Physical Education, and Recreation, Ottawa (Ontario).

Pub Date Mar 74

Note—7p.; A related document is EA 006 423  
 Journal Cit—CAHPER Journal; v40 n4 pp22-23, 33-36 Mar-Apr 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Athletics, \*Change Agents, Community Services, Cooperative Planning, Information Dissemination, \*Organizational Change, \*Organizational Development, Research Methodology, School Community Cooperation, Systems Analysis, Universities, \*Voluntary Agencies

**Identifiers**—Canada, Change Agent Research, \*Research Practice Relationship, Sports Institute for Research

The decline of the independent, scholar-scientist cloistered in a library and/or laboratory resulting from increased social stress on universities for "more scholar per dollar" and "more relevance for the real world" predicts an inevitable shift to action research. The shift in system from relatively independent basic researchers to task force action research teams requires a new organizational structure (accommodating theoreticians and practitioners) and a new action oriented research model and method (allowing tentative solutions to significant problems rather than definitive answers to minute questions). Inflexible university discipline structure and the rigid basic research model, method, and technology are inappropriate to meet the challenge of today's future shock conflict and change. The Sports Institute for Research (SIR) is a voluntary mutual benefit service organization at the University of Windsor in which the physical education faculty has gathered, from the university and the community, scientists, educators, and technicians capable of and dedicated to programs of community service, dissemination of knowledge, and discovery of knowledge. Change Agent Research (CAR) is a systems analysis technique combining organizational development and organizational research, which consists of organizational audit, dissemination of knowledge via communications technology, and organizational readjust. In short, CAR is a link between theory and practice, while SIR is a link between the university and the community. (Author)

**ED 096 749** EA 006 423

Moriarty, R. J.  
 PERT Planning for Physical Educational Facilities. Canadian Association for Health, Physical Education, and Recreation, Ottawa (Ontario).

Pub Date 73

Note—11p.; A related document is EA 006 422  
 Journal Cit—CAHPER Journal; v37 n5 pp24-29 May-Jun 1971 and v39 n 6 pp33-37 Jul-Aug 1973

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Architectural Drafting, \*Architectural Programming, Case Studies, \*Critical Path Method, \*Facility Guidelines, \*Facility

Planning, Facility Requirements, Faculty, Models, \*Physical Education Facilities, Universities

**Identifiers**—Canada, PERT, \*Program Evaluation Review Technique

Because of the high degree of interest in education and physical education in Canada, there has been a phenomenal growth in physical education facilities. Physical educators must become facility specialists in order to contribute to the planning, procurement, and utilization of the new complexes that are being developed. Among the most difficult tasks in developing facilities are justification, recording of details of facilities visited, and the manipulation and orientation of areas in a projected facility. In order to alleviate these difficulties, the facility planning team at the University of Windsor developed three main items: (1) the Survey Check List, which provides a structured comprehensive approach for recording details of existing or projected facilities; (2) the template for outdoor athletic facilities, which provides a scaled guide to assist in recording playing areas, dimensions, and orientation; and (3) the transparent floor planning kit, which consists of transparent plastic sheets over graph paper and various colored, china, flexible pencils which can be used in conjunction with the template to develop the preliminary floor plans and to show the basic orientation from court or floor to floor in an evolving facility. In those situations where a major project is undertaken and the importance of getting the job done with the least expenditure of valuable human and physical resources is paramount, the Program Evaluation Review Technique (PERT) is an appropriate system. (Author/EA)

**ED 096 750** 88 EA 006 424

Leu, Donald J. And Others

Planning for Educational Change. A Process Model for Designing Future Forms of Educational Facilities. Research Report No. 5 of Project SIMU School: Santa Clara County Component.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—S0010SW

Pub Date [74]

Grant—OEG-9-72-0063(290)

Note—28p.; Related documents are ED 079 858-859, ED 089 465, ED 091 808-809, ED 093 032, ED 093 037, ED 094 486, and EA 006 425-426

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Continuous Learning, Cost Effectiveness, Cultural Differences, Curriculum Development, \*Decision Making, Educational Accountability, \*Educational Change, \*Educational Planning, Facility Planning, Futures (of Society), Learning Theories, Racial Integration, Relevance (Education), \*School Planning, \*Social Change

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Project SIMU School

This position paper argues that education should be planned, designed, operationalized, and continuously modified to serve effectively the defined human and educational needs of a rapidly changing world. It focuses on emerging contemporary societal changes impacting learning theory, curriculum, and teaching methodology; and it outlines the implications of these emerging changes for future educational programs and facilities. A sampling of social trends, or "external" data, are described in flow charts as are trends in current learning theory, curriculum, and facility design and planning. The charts are arbitrarily classified into five major areas of concern: (A) The Real and Changing World (Relevance); (B) Economic Accountability (Shared Responsibility); (C) Uniqueness and Pluralism; (D) Segregation and Integration; and (E) Life-Long Learning and Leisure Time. Each area of concern is outlined in two pages. Societal Changes (Level One Trends) and learning theory changes (Level Two Trends) are outlined on the first page and changes in curriculum (Level Three Trends) and educational facilities (Level Four Trends) appear on the second page. The purpose of this approach is to focus attention on the importance of "reading" and understanding

external data and then relating that data to appropriate program and facilities solutions. The concluding section (Level Four Trends) of each of the charts suggests innovative design ideas to challenge those who are developing plans for future educational facilities. (Author/MLF)

**ED 096 751** 88 EA 006 425

Gilmore, William And Others

ENSIM. A User's Manual for a Land Use Analysis-Based Enrollment Simulation. Research Report No. 11 of Project SIMU School: Santa Clara County Component.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—S0010SW

Pub Date Sep 74

Grant—OEG-9-72-0063(290)

Note—240p.; Related documents are ED 079 858-859, ED 089 465, ED 091 808-809, ED 093 032, ED 093 037, ED 094 486, and EA 006 424-426

**EDRS Price MF-\$0.75 HC-\$1.40 PLUS POSTAGE**

**Descriptors**—Census Figures, Computer Programs, Data Analysis, Demography, \*Enrollment Projections, Housing Patterns, \*Land Use, \*Models, Population Trends, \*Residential Patterns, \*School Planning, Simulation

**Identifiers**—Elementary Secondary Education Act Title III, \*Enrollment Simulation, ENSIM, ESEA Title III, Project SIMU School

Traditionally, the most commonly used methods of forecasting school enrollments have been those that looked to the past for a picture of the future. In restricting the forecaster to projections of past trends, the "percentage survival" technique ignores a host of current trends implicit in a changing society. A second problem with most widely used projection methods has been the inadequate expression of the forecaster's certainty or uncertainty. This paper presents the rationale, methods, and documentation for ENSIM, a computer based long-range enrollment simulation. A "multivariable" method of prediction, ENSIM allows the forecaster to consider a broad range of data—both internal (i.e., traditional district information) and external data (i.e., the multitude of social-economic-political-demographic factors that affect the way we live and the way our children learn). Developed and field tested in the small, semirural town of Morgan Hill, California, ENSIM was specifically designed to apply an enrollment projection "simulator" to districts facing extensive future residential development. For this reason, a future land development projection system was devised and integrated into the ENSIM model to provide data on the number of new dwellings projected for each year of the study. This land development projection system is the heart of the ENSIM model. Built into the model is the capability to evaluate and update enrollment projections on a yearly basis. (Author/MLF)

**ED 096 752** 88 EA 006 426

McCullough, Tom And Others

A Futures Primer for Local Education Agencies. Research Report No. 14 of Project SIMU School: Santa Clara County Component.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—S0010SW

Pub Date Sep 74

Grant—OEG-9-72-0063(290)

Note—136p.; Related documents are ED 079 858-859, ED 089 465, ED 091 808-809, ED 093 032, ED 093 037, ED 094 486, and EA 006 424-425

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Bibliographies, Case Studies, \*Educational Change, \*Educational Planning, Educational Problems, Educational Research, \*Educational Trends, \*Futures (of Society), Group Norms, Junior High Schools, Models, Relevance (Education), Simulation, Trend Analysis, Values

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Project SIMU School

This document contains a series of exercises and materials designed by the Futures Task Force to sensitize fellow citizens to rapid change and to encourage them to begin thinking in terms of what the future may bring in their community. Nine sections comprise the publication and cover: (1) a brief history describing the formation of the Futures Task Force, its workings, and the difficulties it encountered; (2) a bibliography of books and articles on futurism; (3) a description of a tape/slide narrative and set of graphics on planning for an uncertain future; (4) three fictionalized scenarios of the future in 1985 designed as "think pieces" and followed by an exercise wherein the reader creates a fourth; (5) a glossary of alternative definitions and images of educational terms for the future; (6) future issues facing education; (7) a two-part exercise illustrating how values held affect the group process and planning outcomes; (8) facts and trends with relevance for educational planning; and (9) testing educational plans for future feasibility. (Author/DN)

ED 096 753 EA 006 427

**Seven Crucial Issues in Education: Alternatives for State Action.**

Education Commission of the States, Denver, Colo.

Pub Date May 67

Note—99p.; Papers presented at Education Commission of the States Annual Meeting (1st, Denver, Colorado, May 1967)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Decision Making, \*Early Childhood Education, Educational Assessment, Educational Needs, Educational Planning, \*Educational Problems, Evaluation Criteria, \*Post Secondary Education, State Action, State Departments of Education, State Programs, \*Statewide Planning, Teacher Certification, Teacher Retirement, Teacher Salaries, \*Teacher Welfare, Vocational Education

The seven issues discussed represent a consolidation of the larger number of urgent educational problems that faced the States in 1966, as well as those identified by the Steering Committee of the Education Commission of the States at a meeting in December of that year. The issues were first assigned as paper discussion topics, the writing of which was delegated by the commission to outstanding and competent educators. The papers and their authors are: (1) Barbara Finberg, "Six Years Old Is Too Late: How Can Early Childhood Education Be Strengthened by the States?" (2) Lyman A. Glenny, "Long-Range Planning for State Educational Needs"; (3) Walter K. Beggs, "Educators and Politicians: Respective Roles in Decision-Making"; (4) Lloyd N. Morrisett, Sr., "Change and Development in State Departments of Education"; (5) T. M. Stinnett, "Criteria and Procedures for Regular Review of Teacher Salaries, Certification and Retirement Plans"; and (6) Norman C. Harris, "Education Beyond the High School: Interrelation of Academic and Vocational-Technical Education." (Author/DN)

ED 096 754 EA 006 428

Smith, H. Dean

**Negotiations Sourcebook: Sources of Information on Collective Bargaining for Educators.**

Washington Univ., Seattle. Bureau of School Service and Research.

Pub Date Dec 73

Note—69p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Ability Grouping, Arbitration, \*Bibliographies, Class Size, \*Collective Negotiation, Fringe Benefits, Grievance Procedures, \*Information Sources, Merit Pay, Paraprofessional School Personnel, Performance Contracts, \*Resource Materials, \*Teacher Salaries, Teacher Strikes

This sourcebook is designed to be useful to school administrators, teacher association representatives, and school board members, in that it presents in a systematic fashion current selected sources of information on conducting negotiations in education. The citations are according to: (1) governmental and education association sponsored economic publications; (2) 13 major educational issues in negotiations; (3) pertinent current information summaries; (4) general references on aspects of the collective

bargaining process; (5) information specifically on the resolution of disputes; (6) legal issues in negotiations; and (7) teacher strikes, militancy, case studies, and studies of the impact of negotiations on education. (Author/JF)

ED 096 755 EA 006 430

Bell, T. H.

**The Challenge of Educational Leadership: State Boards and Results Oriented Management.**

Pub Date 7 Oct 74

Note—8p.; Speech given at the Annual Meeting of the National Association of State Boards of Education (New York, New York, October 7, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Collective Bargaining, Educational Accountability, Educational Administration, \*Educational Change, Educational Finance, Educational Policy, \*Equal Education, \*Leadership Responsibility, \*Management, Management by Objectives, Performance Criteria, School District Autonomy, Special Education, \*State Boards of Education

The U. S. Commissioner of Education discusses how State boards of education can make themselves more effective on behalf of many critically important causes in U.S. education today. He argues that State boards must take a tough, unequivocal position on some of the gross inequities that have stood for so long. Additionally, the five most critical problems and performance gaps on which State activism should focus are school finance equity, school district organization and boundaries, collective bargaining in education, education of handicapped children, and performance accountability in education. (Author/WM)

ED 096 756 EA 006 431

Gold, Martin M.

**The Brief Interlude: Federal Intervention in American Education, 1944-1974.**

Pub Date Apr 74

Note—41p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—American History, Educational Accountability, \*Educational Change, \*Educational Finance, \*Educational History, Educational Objectives, Educational Philosophy, \*Educational Policy, Equal Education, \*Federal Aid, Political Issues, Politics

Liberals have been largely successful in accomplishing their goal of equalizing educational opportunity through the use of federal powers, but it is now quite clear that this achievement has in no way brought about the expected increase in domestic tranquility. Indeed, the relationship between them seems to be the reverse of those great expectations. Education, by being linked to the economy, while lacking commensurate power to shape industrial activities, is not capable of fulfilling its goals for changing the society. Moreover, by focusing on the external needs of the social order, it has ignored at great cost its own province of the mind. (Author)

ED 096 757 EA 006 432

Kahn, Gerald

**Statistics of Local Public School Systems, Finance, 1969-70. Report No. 74-147.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—OE-74-147

Pub Date 74

Note—650p.; A related document is ED 058 614 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01313, \$8.45)

EDRS Price MF-\$1.05 HC-\$30.60 PLUS POSTAGE

Descriptors—\*Capital Outlay (for Fixed Assets), \*Educational Finance, Expenditure Per Student, \*Expenditures, \*Federal Aid, Financial Support, National Surveys, Public School Systems, \*School District Spending, School Funds, School Statistics, School Support, School Taxes, State Aid, Tables (Data)

This report presents educational data from a representative sample of United States public school systems. Data were obtained from a survey of local public school systems designed to include all school systems with enrollments of 5,000 or

more and a stratified sample (by enrollment size) of the systems with fewer than 5,000 pupils. This is the fourth annual report in a series developed to fill a requirement for reliable quantitative financial data on individual local public school systems for planning, policy, and research purposes. Most tabular presentation analyses in this publication are organized by enrollment size of school systems, metropolitan status, region, and State. National estimates tables calculated from the figures supplied by the selected local public school systems contain the same data as the basic tables in summary form, and, in addition, supply for the systems as a whole, percent changes in receipt sources and expenditure account. Basic data tables list: (1) beginning balances and source of revenue receipts; (2) revenue receipts from federal sources, by program; (3) expenditures by purpose and ending balances; (4) current expenditures, by account; and (5) current expenditures per pupil in average daily membership (ADM), by account. Appendices include sample design and selection, methodology and related data, and a reproduction of the survey report form. (Author/MLF)

ED 096 758 EA 006 433

Glovinsky, Sanford J.

**Alum Rock Union Elementary School District Voucher Feasibility Study. Final Report.**

Alum Rock Union Elementary School District, San Jose, Calif.; Santa Clara County Office of Education, San Jose, Calif. Center for Planning and Evaluation.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Sep 71

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Advisory Committees, \*Community Attitudes, \*Educational Experiments, \*Education Vouchers, Elementary Schools, \*Feasibility Studies, Legal Problems, Opinions, Parent Attitudes, Parent Participation, Private Schools, Public Schools, School Districts, State Church Separation, State Legislation, Surveys, Teacher Attitudes

Identifiers—\*Alum Rock Union Elementary School District

This report presents a chronology of events and activities which were part of the study aimed at determining the feasibility of the Alum Rock Union Elementary School District as a potential site for a voucher demonstration. In the summer of 1970, the Office of Economic Opportunity issued a general nationwide request for proposals from interested districts. The Alum Rock District contacted the Center for Planning and Evaluation, requesting assistance in the development of a proposal and, in the event the grant was awarded, help in planning and conducting the study. The grant was awarded in February 1971. When the grant had been officially accepted by the Alum Rock Board of Trustees, the task at hand was the formation of an Education Voucher Committee which would serve as the main working body at this stage of the study. Its function would be to represent the views of the community concerning the different aspects of a voucher experiment as well as to generate and report its own opinions. This report details how the committee was selected and organized. The report also presents the results of the committee's surveys of community attitudes toward various aspects of the experiment. (Author/JF)

ED 096 759 EA 006 434

**A Feasibility Analysis of Open Enrollment: East Hartford, Connecticut, January 21, 1974 to April 21, 1974.**

East Hartford Board of Education, Conn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—NIE-G-74-0004

Note—339p.

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—Community Control, \*Educational Alternatives, Education Vouchers, Equal Education, Feasibility Studies, \*Free Choice Transfer Programs, \*Open Enrollment, Student Transportation, \*Transfer Policy, \*Transfer Programs

Identifiers—Connecticut, \*East Hartford

Open enrollment is a concept concerned with a student's access to schools. In general, it reflects the possibility of parents exercising choice when enrolling children in schools. In East Hartford, parents may seek permission to transfer a youngster to a different school if that school has space for him; however, the parent must provide the necessary transportation. The feasibility analysis reported on here was undertaken to study the possibility of expanding the present open enrollment policy. The study recommends that permission for a student to transfer schools should solely depend on the availability of space. The analysis also attempted to discover if there is now, or if there will be in the future, space available for a greater number of transfers. To add greater significance to the concept of choice, it was felt that schools should be encouraged to develop on their own and to be as independent as possible. Therefore, a study of school autonomy was also undertaken. Other areas analyzed the education voucher program whereby per pupil expenditures would travel with a student who transfers from one school to another. The appendix includes abstracts of Connecticut law, and samples of materials used in the study and the publicity received. (Author/DN)

**ED 096 760** EA 006 435

**Feasibility Study for the Design and Implementation of an Education Voucher System in Rochester, New York, Volumes 1-3.**

Rochester City School District, N.Y.  
Spons Agency—Office of Economic Opportunity,  
Washington, D.C.

Pub Date Feb 73

Note—351p.

**EDRS Price MF-\$0.75 HC-\$17.40 PLUS**

**POSTAGE**

**Descriptors—**\*Community Attitudes, \*Educational Alternatives, \*Educational Experiments, \*Education Vouchers, \*Feasibility Studies, Legal Problems, Minority Groups, Models, Opinions, Parent Attitudes, Parent Participation, State Church Separation, State Legislation, Surveys, Teacher Attitudes  
**Identifiers—**New York, \*Rochester

Utilizing a grant from the Office of Economic Opportunity, the Rochester Schools Alternative Study has been established to study the possibilities of developing an education system which would: (1) include a variety of learning programs based partially on the best aspects of those previously tried and (2) provide parents and teachers a choice in selecting the school with which they wish to be associated. Such a choice would allow teachers to select a teaching situation which would maximize the use of their particular teaching skills and abilities; likewise, parents would be able to choose for their child a school which they feel best meets his learning style. The use of educational vouchers is being studied as a means of financing such a system. The first volume of this report includes general background information regarding the origin of the voucher concept, a brief history of federal categorical aid, a description of the current educational scene in Rochester, and other relevant background information. The most important sections of Volume 1, however, describe the rationale for, and the approaches to, the study—the methods used to inform various segments of the school community and the use of feedback from many individuals and groups in the development of a proposed voucher model. Volume 2 describes the proposed Rochester Voucher Model; and Volume 3 comprises 13 appendices of supporting tables, narratives, and documentation. (Author/EA)

**ED 096 761** EA 006 436

**Educational Vouchers in New Rochelle. Phase I: General Design of Voucher Plan.**

Peat, Marwick, Mitchell and Co., New York, N.Y.

Spons Agency—New Rochelle City Board of Education, N.Y.

Pub Date Jul 73

Note—133p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS**

**POSTAGE**

**Descriptors—**Disadvantaged Youth, \*Educational Experiments, Educational Finance, \*Education Vouchers, Minority Groups, Models, \*Organization, Parent Participation, \*Program Administration, \*Program Design, Public Schools, School Districts, Staff Role  
**Identifiers—**New Rochelle, New York

Part 1 of this report outlines the concept of vouchers and the nature and objectives of the New Rochelle study. The more pertinent work tasks undertaken to accomplish the objectives are contained in the appendix. The authors describe their position regarding the voucher plan, highlight its major elements, and outline the steps the district should take during the next school year to implement the plan. Part 2 contains the general design of the plan, in which each major component of the plan is discussed such as district governance and program school selections in order that the reader might understand fully the depth and breadth of such an understanding in New Rochelle. (Authors/JF)

**ED 096 762** EA 006 437

**A Study To Identify Variables Perceived to Influence the Institutionalization of Innovations.**

Pub Date Apr 74

Note—14p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors—**\*Administrator Attitudes, \*Change Agents, \*Educational Change, Educational Development, \*Educational Innovation, Educational Planning, Educational Research, Predictor Variables, \*Teacher Attitudes, Teacher Influence

**Identifiers—**Latent Partition Analysis, \*Research Techniques

Program evaluators and program managers should examine appropriate dimensions of innovations when deciding to support, accept, or reject an educational innovation. Survey questionnaires were used with 76 teachers and administrators and 65 State supervisors and local project directors of exemplary programs to obtain a list of 38 "essential" characteristics of innovations. An additional 300 educational practitioners responded to a 50-item questionnaire which included the 38 items and Likert-type response categories. These responses were factor-analyzed to identify six dimensions of innovation characteristics: student concern orientation, additional resource requirements, organized resistance potential, consumer report, credibility, and operational implementation. The significance of the study lies mainly in its use of the views of staff members involved in innovative projects as a resource for isolating and identifying the variables which influence the institutionalization of innovative projects. This reduction of staff views regarding the institutionalization of innovative programs and the substance of change provides a data base from which administrators can formulate strategies for improving the planning and accelerating the acceptance of innovative programs. (Author)

**ED 096 763** EA 006 438

**Woehr, William Stewart**

**A Study of the Factors and Procedures Used for School Site Selection, Site Development, and Site Utilization.**

Pub Date May 73

Note—35p.; Dissertation Abstract, Temple University

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

**Descriptors—**Community Involvement, Design Needs, Educational Facilities, \*Evaluation Criteria, Facility Guidelines, Facility Planning, Facility Requirements, Facility Utilization Research, Real Estate, School Location, \*School Planning, School Zoning, \*Site Analysis, \*Site Development, \*Site Selection  
**Identifiers—**Pennsylvania

This study attempted to determine the factors and procedures used by school administrators and school boards in Bucks and Montgomery Counties, Pennsylvania, when school sites were selected and developed; as well as to find the extent to which these sites were being utilized by school and community groups. Specifically, the study strove to determine which of 25 preestablished site selection factors an administrator uses when considering a site for purchase; to what extent (1) educational specifications concerning future site utilization are written and implemented, (2) local citizens participate as resource people in site selection and development, (3) plans are written for site development, and (4) various sources of funds for initial site development are used; and to what extent sites are used for the daily instructional program,

school recreational and athletic programs, and by the community. Two questionnaires were devised to gather information for the research. Sites included in the study were identified by a thorough search of all nontaxable property records located in each county court house. Site selection factors found to be most important include location, accessibility, availability, size, educational adaptability, utilities available, cost of land, site development, public services, and topography. (Author/DN)

**ED 096 764** EA 006 439

**Conant, Eaton H.**

**Teacher and Paraprofessional Work Productivity.**

**A Public School Cost Effectiveness Study.**

Pub Date 73

Note—149p.

Available from—Lexington Books, D. C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173 (\$12.50)

**Document Not Available from EDRS.**

**Descriptors—**\*Cost Effectiveness, Educational Research, Effective Teaching, Evaluation Criteria, Instruction, \*Instructional Design, Instructional Improvement, Learning, \*Paraprofessional School Personnel, \*Resource Allocations, School Districts, Staff Utilization, Task Analysis, \*Teacher Employment, Teacher Evaluation

**Identifiers—**Oregon, \*Portland

A consequence of the trend for paraprofessional employment in the schools is that the traditional teaching division of labor in schools is being substantially changed to provide teachers with work assistance and opportunities to specialize more effectively in instructional tasks. The two central questions posed in this study ask if the new teacher-paraprofessional division of school work has fundamentally changed the kinds and amounts of instruction that are performed in the schools, and if the costs of this new work division can be justified in terms of student learning experiences and other benefits. More than 100 teachers and paraprofessionals from the staff of the Portland, Oregon School District assisted in the task. The complete study consists of related subudies of staff work, cost and modeling analyses, and test score analysis. Study findings revealed that teachers produce relatively little instruction even when they are teamed with paraprofessionals. This finding resulted in the recommendation for widespread experimentation with alternative staffing arrangements. Another finding indicated the paraprofessionals can contribute valuable services to educational institutions at effective labor cost to labor service ratios. It was therefore recommended that agencies of the Federal Government encourage development of a work productivity measure for educators. (Author/DN)

**ED 096 765** EA 006 440

**Listokin, David**

**Educational Financing Reform: A Guide to Legislative Action.**

Rutgers, The State Univ., New Brunswick, N. J. Center for Urban Policy Research.

Pub Date 74

Note—83p.

Available from—Center for Urban Policy Research, Rutgers University, Building 4051-Kilmer Campus, New Brunswick, New Jersey 08903 (\$5.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Educational Finance, \*Equal Education, \*Equalization Aid, Expenditure Per Student, \*Finance Reform, Foundation Programs, \*Property Taxes, School Taxes, \*State Aid, Tax Rates  
**Identifiers—**New Jersey

The first part of this document (and Appendix A) focuses on New Jersey as a microcosm of the problems, questions, and issues involved in revising the existing system of how school costs are paid. New Jersey is particularly suited for such analysis because for years it depended heavily on the local school property tax, to an even greater extent than do other States. Additionally, the contrast between the State's wealthy suburban districts versus poor urban areas is especially marked, and its legislature has been ordered to effect financing reform by the Robinson vs. Cahill decision. However, New Jersey is not the only State on the verge of educational reform. Other States have already instigated, or are currently contemplating, changes for the future. Section 2

(Appendix B) summarizes these effected or anticipated modifications in an effort to expand the extensive New Jersey analysis by summarizing the evolution of school financing reform. Section 3 (Appendix C) complements the author's previous analyses by listing some State-professional research reports and other materials especially suited for school funding policy analysis. (Author)

**ED 096 766** EA 006 444  
Mid-School Year Graduation, 1974. Instructional Services Division Research Report No. 3. Salinas Union High School District, Calif. Pub Date Mar 74  
Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Attendance, Enrollment, \*Follow-up Studies, Graduation, \*Graduation Requirements, High Schools, School Calendars, School Holding Power, \*School Schedules, Semester Division, \*Seniors, Student Characteristics, Student Enrollment, Tables (Data)  
**Identifiers**—\*Mid School Year Graduation, Salinas

In the Salinas Union High School District, California, diplomas are presented to qualified students at the end of either the fall or the spring semester. Graduation requirements specify courses, number of semesters, proficiency (or remedial in lieu of substitution), and number of cumulative units. Therefore, at mid-year two bodies of seniors are released from the class. The first, and by far the largest, consists of those who have completed semester, course, and unit requirements and who have requested graduation. The second group is comprised of released nongraduates who have elected an alternative fulfillment of requirements, but for whom no transfer of permanent records has occurred. This second group plans to graduate and usually does so with their class at the conclusion of the spring semester. At the conclusion of the fall semester, school year 1973-74, at least 195 of the approximately 1,200 students in the senior class were released. (Author/WM)

**ED 096 767** EA 006 445  
Finch, Arnold  
Management by Objectives in Fresno Unified School District. Fresno City Unified School District, Calif. Pub Date Feb 74  
Note—26p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Administrator Evaluation, \*Educational Accountability, Educational Objectives, Management, \*Management by Objectives, Management Systems, Participant Involvement, \*Performance Contracts, Performance Criteria, Supervision, \*Systems Approach, Teacher Evaluation

**Identifiers**—California, Fresno  
Management by Objectives is a professional approach to management that determines what must be done (including establishment of priorities); how it must be done (the program steps or plan of action); when it must be done; what resources are needed (personnel, equipment, money); what constitutes satisfactory performance; how much progress is being achieved; and when and how to take corrective action. Fresno Unified School District is using these steps involving planning and control functions, in the development of individual management contracts with each administrator and middle manager. The document includes sample contracts. (Author/WM)

**ED 096 768** EA 006 447  
Pell, Carroll J.  
Accountability, It's People and It's Systems: PPBS. Education Monograph No. 4. South-Western City School District, Grove City, Ohio. Pub Date [73]

Note—85p.; Cassette containing directions for completing PPBS documents in this publication also available (\$2.00 each)

Available from—Office of Community Relations, South-Western City Schools, 3708 South Broadway, Grove City, Ohio 43123 (\$4.00, payment must accompany order. Quantity discounts)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Administrator Guides, Cost Effectiveness, Curriculum Development, \*Educational Accountability, Educational Objectives, \*Educational Planning, Inservice Education, Management, Management by Objectives, \*Management Systems, Program Budgeting, Program Evaluation, Program Improvement, \*Program Planning, \*Systems Approach  
**Identifiers**—\*Planning Programing Budgeting Systems, PPBS

This booklet is designed primarily as an instructional manual for staff inservice training in fulfilling professional obligations for accountability. Important factors in bringing about accountability are people and systems—people assess the need, consent to meet the need, and contract to be responsible for specific standards of performance. The desired performance is best accomplished through the use of a systems approach (PPBS). The mechanics of this system are (1) documenting programs, (2) setting goals, (3) developing objectives, (4) studying alternatives, (5) implementing programed plans, and (6) conducting evaluations. Managing by objectives is considered to be the core of the system. The report contains the documents used by the South-Western City Schools to conduct PPBS activities. (Author/WM)

**ED 096 769** EA 006 448  
Rooney, Patrick O.  
Evaluation System for School Administrators (ES-SA). Ventura Unified School District, Calif. Pub Date Mar 73  
Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Administrative Policy, \*Administrator Evaluation, Administrator Guides, \*Educational Accountability, Educational Administration, Evaluation, Evaluation Criteria, Management by Objectives, Performance Contracts, \*Performance Criteria, \*Systems Approach  
**Identifiers**—California, Ventura

During the past several years, the Ventura Unified School District has devoted much time and effort to the development of the concept of educational accountability. The management by objectives system, which has been developed and is presently being implemented in the district, and the evaluation procedures set forth in the Sull Act implementation policy are compatible components of the district's system of accountability. At the center of the district's system of evaluation is the goal of improving the quality of instruction for the students of the district. An evaluation system concentrates on the need for members of the staff to plan, develop, and implement ever-improving programs of education for students. Careful planning and preparation are mandatory in a system of evaluation. By the implementation of accountability systems, using the process of MBO, district and individual commitments are met. The system is not static and should be continuously reviewed to reflect changing needs and conditions. It is only through continual evaluation and modification that the system will continue to grow and meet the needs of the district and all individuals within the district. (Author)

**ED 096 770** EA 006 449  
Erickson, Donald A.  
Super-Parent: An Analysis of State Educational Controls. Illinois Advisory Committee on Nonpublic Schools, Lansing.

Spons Agency—Continental Illinois National Bank and Trust Co., Chicago. Pub Date Oct 73  
Note—225p.

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

**Descriptors**—\*Accreditation (Institutions), Court Cases, Educational Legislation, Educational Objectives, \*Legal Problems, Private Schools, Public Schools, \*State Agencies, \*State Legislation, State Licensing Boards, State Programs, State School District Relationship, \*State Standards, State Supervisors, Teacher Certification

This study represents an attempt to discern what responsibility the State should assume for regulating the education of the young, and what is the most defensible approach to fulfilling that responsibility. Analyses of this type could be

timely, especially in the light of the spreading "alternative schools" movement; growing recognition among scholars that most educational experimentation remains discouragingly close to conventional practices despite dramatic differences in the educational needs of children; concern that cultural pluralism is declining in a society bombarded by electronic mass media; new attacks on compulsory school attendance laws and other time-honored mechanisms of educational regulation; and at least inchoate recognition that the nation's courts have not yet adequately balanced the interests of the State against the liberties that students, parents, and teachers seek to exercise in educational settings. These considerations are discussed and documented. The most pervasive and liberty-endangering regulatory approach used by State governments is the programmatic approach—the method of prescribing the programs, methods, or procedures by which children must be reared during the extensive periods when school attendance is compulsory. Little attention has been given to other ways of fulfilling government's regulatory responsibility in education. (Author/JF)

**ED 096 771** EA 006 450  
Problems in Providing Education Overseas for Dependents of U.S. Personnel. Report to the Congress. Comptroller General of the U.S., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—B-131587  
Pub Date 25 Sep 74  
Note—82p.

Available from—U.S. General Accounting Office, Room 4522, 441 G Street, N.W., Washington, D.C. 20548 (\$1.00, check or money order only)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Comparative Analysis, \*Dependents, Educational Objectives, Elementary Schools, \*Federal Government, Military Organizations, \*Military Schools, National Norms, \*Program Evaluation, School Systems, Secondary Schools  
**Identifiers**—ODSS, \*Overseas Dependents School System

Three principal school systems serve eligible American dependents overseas. This report discusses one of them, the Overseas Dependents School System (ODSS), operated by the Department of Defense. At the request of Congress, the Government Accounting Office (GAO) evaluated ODSS. The report notes that recently ODSS had changed its educational goal from one that aimed to provide "educational opportunities of a high quality comparable to the better systems of the U.S." to one that aimed "to deliver a quality education." GAO recommends a return to earlier, higher educational goals. The report also recommends that the Secretary of Defense require that any ODSS program used to test or evaluate the quality of education include features permitting inter-area and intra-area comparisons and make possible comparisons with other major systems in the United States. Recommendations to eliminate or minimize management problems, along with other recommendations, are also included. (Author/JF)

**ED 096 772** EA 006 451  
A Feasibility Report on Education Vouchers.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—San Francisco Unified School District, Calif.

Pub Date Feb 72  
Note—168p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—\*Community Attitudes, \*Educational Experiments, Educational Improvement, \*Education Vouchers, \*Feasibility Studies, Legal Problems, Opinions, Parent Attitudes, Parent Participation, Private Schools, Public Schools, School Districts, State Church Separation, Surveys, Teacher Attitudes  
**Identifiers**—California, \*San Francisco

The voucher plan—a proposal to give parents the right and the financial means in the form of a voucher to send their child to the public, private, or parochial school of their choice—was developed as a "model" and, necessarily, without great sensitivity to differences among local school

districts. The San Francisco Unified School District assessed the feasibility of the voucher model as it applies to the San Francisco school environment. This feasibility study differs from that recommended by the Office of Economic Opportunity (OEO), which appeared to take the position that the voucher plan is worth a test even if the benefits for a local school district were less than clear. The San Francisco district believed that it would be unwise for the school district to embark on an experimental program of any kind unless the prospect of improving education thereby was reasonably assured. The principal criteria used to measure voucher feasibility relate to the plan's relevance and realism in terms of the local school environment and prospects for improving the schools; acceptability of the plan by participating schools, public and nonpublic, and parents and teachers; the timing and scale of the proposed demonstration; and its workability—administrative detail, personnel matters, and legality. Study information was gathered through surveys of various segments of the educational community and open meetings in schools. Findings and recommendations are included. (Author/JF)

**ED 096 773** EA 006 452  
The Feasibility of Implementing a "Voucher Plan" in Seattle, Phase 2. Final Report.

Washington Univ., Seattle. Bureau of School Service and Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Seattle School District 1, Wash.

Pub Date Mar 72

Note—261p.; Related documents are ED 058 645 and ED 058 676

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

Descriptors—\*Community Attitudes, \*Educational Experiments, \*Education Vouchers, \*Feasibility Studies, Legal Problems, Opinions, Parent Attitudes, Parent Participation, Private Schools, Public Schools, School Districts, State Church Separation, State Legislation, \*Surveys, Teacher Attitudes

Identifiers—\*Seattle, Washington

In February 1971, the Seattle School District received funds to conduct a study of the feasibility of implementing the education voucher plan in Seattle. The study was divided into two preliminary phases. Phase 1 conducted over a 4-month period, consisted of an investigation of the areas of the city where the plan could best be tested, an analysis of the legislation required to give the school district authority to sponsor such a program, a study of possible admissions procedures, an analysis of financial implications, and a suggested evaluation system. Phase 2 was directed toward providing the school district with additional information about some of the issues. Much of the additional information accumulated during Phase 2 was obtained through three citizen surveys and an analysis of census data and population trends in Seattle. This report summarizes Phase 2, provides recommendations, and is intended to provide a basis for public discussion prior to making a decision on a voucher demonstration in Seattle. No definite stand has been taken in this report on whether Seattle should proceed with a voucher demonstration. However, a specific plan has been designed which details both the potential merits and the disadvantages of the plan, and which also suggests procedures for implementation. (Author/JF)

**ED 096 774** EA 006 468  
Gertler, Dianne B. Barker, Linda A.

Patterns of Course Offerings and Enrollments in Public Secondary Schools, 1970-71.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-11400

Pub Date 72

Contract—OEC-0-71-2721

Note—55p.; A reprint

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Courses, Curriculum, \*Enrollment, Measurement Instruments, Pretests, Public

Schools, Research Design, \*Sampling, School Surveys, \*Secondary Schools, \*Statistical Analysis, Surveys

This document contains data obtained from a pretest survey conducted to test the applicability of the instrument and the suitability of procedures to be used in the survey of secondary-level course offerings and enrollments during the 1972-73 school year. The last comprehensive survey of this nature was taken during the 1960-61 school year. The most notable general developments in course offerings and enrollments in the past decade have been (1) the greater variety of courses offered, (2) the extent to which advanced or college-level courses are made available to pupils in high school, and (3) the offering of traditionally upper level high school courses to younger pupils, particularly courses in mathematics and the natural sciences. Another finding of the pretest is that a multiplicity of short courses have been introduced into the curriculum. (Author/MLF)

**ED 096 775** EA 006 469

McNicholas, John, Comp.

The Design of English Elementary and Primary Schools. A Select Annotated Bibliography.

Pub Date 74

Note—35p.

Available from—Humanities Press, Inc., Atlantic Highlands, New Jersey 07716 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Classroom Arrangement, Corridors, \*Elementary Schools, \*Primary Grades, \*School Design, Space Utilization

Identifiers—\*England

School building design in this publication is interpreted as meaning layout and arrangement of rooms rather than as architectural style. Citations are organized under (1) central authority publications, (2) local authority publications, (3) general works, (4) articles in periodicals, and (5) unpublished theses. (Author/MLF)

## EC

**ED 096 776** 95 EC 062 897

Skarda, Dolores And Others

Pre-Academic Program for Children Delayed in Oral Communication Skills.

Apleton Public Schools, Wis.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Pub Date 74

Note—98p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Administration, Auditory Training, \*Early Childhood, Evaluation, \*Exceptional Child Education, Identification, Intervention, Language Development, \*Language Handicapped, Learning Disabilities, \*Oral Communication, \*Program Descriptions, Public Schools, Verbal Communication

Identifiers—Elementary Secondary Education Act Title VI-B, ESEA Title VI-B

The report describes a special 2-year early oral language intervention program designed by a Wisconsin public school system to develop life-oriented, auditory-vocal language skills in language delayed children. Explained are administrative aspects of the program including evolution of the speech and language disabilities department (1940-74), and methods used to secure school administrator and school board support, and to increase community awareness. Discussed in detail are case finding procedures (referrals and screening), the prekindergarten screening program, and the process of individual needs assessment through parent interviews, observation of children, and multidisciplinary team evaluation. The program is analyzed in terms of its philosophy, procedures (such as structuring the auditory environment, reinforcing essential behaviors, and fostering home-school communication), curriculum (emphasizing art, movement, and music activities), professional and paraprofessional staffing, and housing. Use of nine types of audiovisual equipment (such as slides, videotapes, and polaroid cameras) is explained. Evaluation procedures (such as parent

interviews and language tests) and results are examined, and an extensive individual case report is presented. Included are a bibliography and appendices containing forms used for communication with parents and record keeping. (LC)

**ED 096 777** 95 EC 062 914

Brolin, Donn E.

Programming Retarded in Career Education (Project PRICE). Working Paper No. 1.

Missouri Univ., Columbia. Dept. of Counseling

and Personnel Services.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Grant—OEG-0-74-2789

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

POSTAGE

Descriptors—\*Career Education, \*Curriculum Design, Daily Living Skills, \*Educable Mentally Handicapped, \*Exceptional Child Education, Interpersonal Competence, Literature Reviews, Mentally Handicapped, Models, Program Descriptions, \*Secondary School Students, Vocational Counseling, Vocational Education

The paper describes a career education program for educable mentally retarded (EMR) high school students which was developed by Project PRICE (Programming Retarded in Career Education). Recent research relevant to the career education movement is reviewed. Career education is defined as preparation for all aspects of successful community living, its key concepts outlined, and the values of initiating such a program discussed. Three areas of change necessary to implement career education in the total school system (such as a shift from content-based to process-based curriculum) are suggested. Presented is a model program designed to develop 22 competencies in three primary curriculum areas of daily living skills (such as managing family finances), personal-social skills (such as obtaining a positive self-confidence, self-concept), and occupational guidance and preparation (such as occupational awareness and exploration). Academic instruction is considered as auxiliary to skill development. Personnel who should share responsibility with the special education teacher are identified, and ideas for implementing the model are discussed. The changing roles of special educators, regular school personnel, community personnel, and family in a career education curriculum are explicated and post-secondary services are recommended. An epilogue describes topics to be focused on in future Project PRICE working papers, such as career education materials for EMR students. (LC)

**ED 096 778** EC 062 915

California Master Plan for Special Education.

California State Dept. of Education, Sacramento.

Pub Date 10 Jan 74

Note—50p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

POSTAGE

Descriptors—Definitions, Educational Accountability, Educational Objectives, Evaluation Methods, \*Exceptional Child Education, Financial Policy, Grouping (Instructional Purposes), \*Handicapped Children, Personnel Policy, Program Design, \*Special Education, \*State Programs

Identifiers—\*California

Reported is California's master plan for providing a quality educational program to all of the state's handicapped children. Topics covered include a definition of special education, interaction between special education and general education, and a look at California's programs including new directions and current weaknesses. Presented are a philosophy and nine goals of special education, and a list of six guidelines for implementing those goals. The nature and criteria (such as providing for differential grouping) of a comprehensive special educational plan are outlined, and responsibilities of state, district, and local officials are enumerated. A new classification system which groups "individuals with exceptional needs" under four subclassifications is outlined. Objectives are listed for eight supportive and instructional program components (such as special transportation services and a resource specialist program). Also delineated are objectives and guidelines for evaluation of the program, development of a financial model for spe-

cial education funding (including coordination of federal resources), and personnel planning and development. (LC)

**ED 096 779** **EC 062 938**  
DeBusk, Christopher W., Comp. Luchsing, Vincent P., Comp.

**Vocational Training and Job Placement of the Mentally Retarded: An Annotated Bibliography.** Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date [74]

Note—200p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—Abstracts, \*Annotated Bibliographies, \*Educable Mentally Handicapped, \*Exceptional Child Education, \*Job Placement, \*Vocational Education

The annotated bibliography of research on vocational training and job placement of the mentally retarded contains abstracts of 970 books and articles published between 1959 and 1972. Book listings are arranged alphabetically by author and include title, publisher, and publication date. Articles are also listed alphabetically by author and include title and name of the periodical in which the title originally appeared. Included is an alphabetical index to help the reader locate subjects such as attitudes of parents and employers toward the mentally retarded, behavior modification, economic factors and Federal programs rehabilitation, job placement, predicting community and vocational adjustment. (LH)

**ED 096 780** **EC 062 939**

Becker, Wesley C. Engelman, Siegfried  
**Program Description and 1973 Outcome Data: Engelman-Becker Follow Through Model.**

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [73]

Grant—OEG-070-4257(286)

Note—45p.; For related document see EC 062 940

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Academic Achievement, Disadvantaged Youth, \*Economically Disadvantaged, Effective Teaching, \*Exceptional Child Education, Instructional Materials, Intelligence Quotient, Kindergarten, Mathematics, \*Primary Grades, \*Program Descriptions, Program Effectiveness, Reading

Identifiers—DISTAR, \*Engelman Becker Follow Through Model

Described is the Follow Through academic program based on the principles and materials (DISTAR) of S. Engelman and W. Becker, and reported are results of program use over a 4-year period with 9,152 primary grade children (78 percent economically disadvantaged). The program description includes teaching procedures; program objectives; class schedules; staffing requirements; principles of class management; descriptions of the DISTAR reading, arithmetic, and language programs; the parent role; teacher training strategies; and the use of biweekly reports and continuous progress tests as monitoring procedures. Results of testing are given separately for the disadvantaged students and the entire group. Compared with national norms is achievement of Ss on the Wide Range Achievement Test in reading, spelling, and arithmetic; the Metropolitan Achievement Test (MAT); and the Slossen Intelligence Scale. Among results given are reading achievement by poor children starting the program in kindergarten at the 5.2 grade level by the end of third grade, average gain per grade in arithmetic of 1.02 grade levels, a gain of 9.6 IQ points during the kindergarten year which was maintained through the primary grades, and grade level or above performance on all MAT tests except reading comprehension by the end of grade 3. Also described are the teacher training format and attempts to correlate teacher performance with child performance. (DB)

**ED 096 781** **EC 062 940**

Becker, Wesley C. Engelman, Siegfried  
**Summary Analyses of Five-Year Data on Achievement and Teaching Progress with 14,000 Children in 20 Projects. Technical Report 73-2. Preliminary Report.**

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Dec 73

Grant—OEG-070-4257(286)

Note—54p.; For related document see EC 062 939

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Academic Achievement, Disadvantaged Youth, \*Economically Disadvantaged, Educational Programs, \*Exceptional Child Education, Intelligence Quotient, Kindergarten, Mathematics, \*Primary Grades, \*Program Effectiveness, Reading

Identifiers—DISTAR, \*Engelman Becker Follow Through Model

The technical report provides preliminary findings on the academic achievement of over 9,000 kindergarten through grade 3 children (78 percent economically disadvantaged) involved in the Follow Through program, a structured program of academic instruction based on the principles and materials (DISTAR) of S. Engelman and W. Becker. The following results are reported: (1) poor children starting the program in the kindergarten leave third grade with average grade level scores on the Wide Range Achievement test of 5.21 in reading, 3.86 in arithmetic, and 3.74 in spelling; (2) poor children starting the program in first grade leave third grade with average grade level scores of 4.53 in reading, 3.55 in arithmetic, and 3.37 in spelling; (3) poor children starting the program in kindergarten have a projected IQ gain of 9.1 points which is maintained through grade 3; (4) poor children starting in first grade have a projected IQ gain of 8.55 points which is cumulative over each grade; and (5) scores on the Metropolitan Achievement Test in grade 3 are at or above grade level in most subtests. The model is described as including increased manpower in the classroom and a structured daily routine. The major portion of the report consists of statistical analyses and graphs showing student progress. (DB)

**ED 096 782** **EC 062 941**

Singer, Steven Smith, I. Leon  
**Assessment of Reflectivity-Impulsivity in Primary Level Educable Mentally Retarded Children.**

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Pub Date 73

Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educable Mentally Handicapped, \*Exceptional Child Research, Mentally Handicapped, \*Primary Grades, Social Development, \*Thought Processes

Identifiers—\*Reflectivity Impulsivity, Test of Reflectivity Impulsivity in Social Context

Evaluated with 22 educable mentally handicapped primary grade children were the cognitive and social dimensions of reflectivity-impulsivity (R-I) on match-to-sample tasks. Ss were individually administered the following tests: Matching Familiar Figures, Kansas Reflectivity-Impulsivity Scale for Preschoolers, and Test of Reflectivity-Impulsivity in Social Contexts. Results indicated that although EMR Ss demonstrated R-I distribution similar to that of non-EMR Ss, the first two moments of the distribution were different. Additionally, the Test of Reflectivity-Impulsivity in Social Contexts was shown to be a useful paper and pencil measure of social learning concepts, as well as a criterion measure of R-I in contexts other than perceptual tasks. (DB)

**ED 096 783** **EC 062 942**

Longfellow, Robert L.

**Project NOW.**

Pub Date 74

Note—118p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*Business Education, \*Disadvantaged Youth, \*Educable Mentally Handicapped, Equipment, \*Exceptional Child Education, Mentally Handicapped, Records (Forms), Senior High Schools, Student Evaluation, \*Vocational Education

Collected from 144 questionnaires are 22 descriptions of instructional programs in clerical skills for educable mentally handicapped, disadvantaged, or otherwise handicapped high school students. Usually provided are the contact person's name, the name of the program, the address of the program, the handicap/disadvantage, age of students, length of program, average number of students, a detailed listing of equipment used (with make and models), and a summary of the curriculum. Also included are an occupational readiness proficiency check list, and evaluation forms for prevocational and vocational skills. (DB)

**ED 096 784** **EC 062 943**

Hogan, Robert And Others

**Study of Verbally Gifted Youth: Second Annual Report to the Spencer Foundation. 1 September 1973-1 September 1974.**

Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date [74]

Note—106p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*Enrichment, Evaluation Methods, \*Exceptional Child Education, \*Gifted, Identification, Junior High School Students, Personality Assessment, \*Program Descriptions, Psychological Characteristics, Sex Differences, Social Sciences, \*Verbal Ability, Writing Skills

Reported are second year data from an ongoing project concerned with identification and facilitation of verbal talent in early adolescence. Parent and teacher nominations of junior high students and verbal scores on the Scholastic Aptitude Test (SAT-V) are described as primary assessment tools. Overall the enrichment sample is described as bright, socially perceptive, and potentially creative with the boys characterized as introverted, theoretically oriented, and socially reserved and the girls extraverted, action-oriented, and socially outgoing. Mathematically and verbally gifted youngsters are compared. Examined are features of a summer enrichment program including a creative writing course (requiring outside reading, writing assignments, and a seminar-workshop in the poetry, fiction, and drama genres), a social science course (in first-year college level anthropology), and evaluation procedures (including tests of improvement in convergent and divergent thinking). Such project activities as the following are described: dissemination of information, personal, educational, and college course counseling sessions, a student newsletter, a six-month followup survey of students' educational situations, and a study of the relationship between precocity in formal operations and intelligence. Project accomplishments are summarized and future goals outlined. (LC)

**ED 096 785** **EC 062 944**

**Updated Five Year Plan for Special Education Services.**

Fairfax County Schools, Va.

Pub Date Feb 74

Note—106p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Educational Needs, Educational Objectives, \*Educational Planning, \*Exceptional Child Education, \*Handicapped Children, Professional Personnel, Program Descriptions, Program Proposals, Public Schools, \*School Districts, \*Special Education, Surveys

Identifiers—Fairfax County, Virginia

Outlined is the 5-year plan (1973-78) for public school special education services (preschool through post high school) in Fairfax County, Virginia. Included are a brief statement of the school division's philosophy of special education and a summary of a survey of nine categories of handicapped children showing how many are or are not being served by various types of programs. Detailed report forms are included on the educable mentally retarded, trainable mentally retarded, hearing-impaired, visually impaired, emotionally disturbed, learning disabled,

physically handicapped, speech handicapped, and multiply handicapped. Reports on each disability population include: a specific report (from the survey of handicapped children) on how many children are or are not being served in various types of programs at various age levels; program plans for each of 5 years which include specific problem areas (such as need for music therapy for the mildly retarded or insufficient itinerant therapist time to eliminate waiting lists) matched with objectives and activities; the number of instructional and paraprofessional personnel (current and projected) matched with the number of children served; and the number of current and projected programs, whether self-contained, resource, or itinerant, serving that handicap area on each educational level. Also included are brief discussions of special provisions for materials, transportation, cooperation with other school divisions or agencies, and plans for program evaluation. (LC)

**ED 096 786** EC 062 945  
MR 73: The Goal Is Freedom. Annual Report of the President's Committee on Mental Retardation.

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHEW-OHD-74-21001

Pub Date [74]

Note—35p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Annual Reports, Behavior Change, Case Studies, Educational Programs, Employment Potential, \*Exceptional Child Services, Goal Orientation, Group Living, Identification, Institutions, Intervention, Medical Research, \*Mentally Handicapped, Prenatal Influences, Prevention, Program Evaluation, Public Relations

Identifiers—\*Presidents Committee on Mental Retardation

Presented is the seventh annual report of the President's Committee on Mental Retardation (PCMR). Stressed are the members' beliefs in the capability of continuing development by mentally retarded people, in early detection and correction of handicaps, and in prevention through prenatal and neonatal biomedical intervention. Emphasized is the necessity for client-centered programs, with evaluation based on the amount of client improvement as a result of service. Described in the first section of the report are steps toward growing functional independence in educational, employment, and living situations by individual children and adults due to goal-oriented, personalized programs at such agencies as a children's center, a state school, a hospital for the multiply handicapped, a sheltered workshop, and a group home. The second section contains material related to prevention of mental retardation and early intervention programs, including discussions of prenatal research into the causes of handicapping conditions, methods of transporting high-risk infants, early childhood programs, and treatment to prevent long-term institutionalization. Covered in the third section are PCMR activities during 1973 with regard to areas such as legal rights, early childhood intervention, preparation for community living, housing and public information. The report includes photographs and the transcript of a group discussion by eight mentally retarded adolescents. (LH)

**ED 096 787** EC 062 947  
Hearing-Impaired Formal Inservice Program. Northeast Regional Media Center for the Deaf, Amherst, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Grant—OEG-0-73-0534-B

Note—280p.

**EDRS Price MF-\$0.75 HC-\$13.80 PLUS**

**POSTAGE**

Descriptors—\*Aurally Handicapped, Class Management, Classroom Environment, Communication (Thought Transfer), Curriculum, Educational Planning, \*Exceptional Child Education, \*Instructional Materials, Orientation, \*Program Descriptions, Resource Guides, \*Teacher Education, Teachers, Teaching Methods

Identifiers—Mainstreaming

The HI-FI (Hearing-Impaired Formal Inservice) Program is described as a set of inservice materials targeted for workshops of regular classroom

teachers and other school personnel concerned with school district and classroom management of hearing impaired (HI) children. An introductory section focuses on the design of the program materials, characteristics of workshop leaders, inservice programming, optimal time frames for presentation, the target population, and a glossary of common terms. Mainstreaming is explained with reference to the Cascade Model, multiple team approaches to the management of HI children, educational options for the HI, and alternative support services for school districts. Material on the nature of HI address such topics as the human ear; audiograms; the decibel; the impact of HI on psychosociological, academic, and language development; and hearing aids. Training methods are explicated in discussion of methods of communication, factors in speech production, aural rehabilitation, and a socialization curriculum. Aspects of successful mainstreaming are considered, including the teacher's role, curriculum, language arts-mathematics curricula, media, and the physical and educational classroom environment. Guidelines are provided for orientation programs for HI children and their normal peers. Included is information on state administrations for special education, special schools for the HI, selection organizations and publications, instructional material centers for handicapped children, teaching resources, vendors, and transparency masters. (GW)

**ED 096 788** EC 062 963  
Ruschmeier, Veronica M., Ed. Rockwell, Linda, Ed.

EMR Curriculum Guide: Primary.

Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fla.

Pub Date Jun 74

Note—380p.

**EDRS Price MF-\$0.75 HC-\$18.60 PLUS**

**POSTAGE**

Descriptors—Behavioral Objectives, Class Activities, \*Curriculum Guides, \*Educable Mentally Handicapped, \*Exceptional Child Education, Games, Instructional Materials, \*Intermediate Grades, Interpersonal Competence, Mathematics, Mentally Handicapped, Physical Activities, \*Primary Grades, Teaching Methods, Verbal Ability, Vocational Education

Presented is a curriculum guide for educable mentally retarded children in primary and intermediate grades which specifies behavioral and interim objectives in the areas of basic verbal and arithmetic skills, vocational competencies, social competencies, and physical skills. Objectives such as the following are identified at the primary level: recognizes major sources of sounds such as human, animal, mechanical, or danger; understands words denoting amount; realizes that each family member has a certain task to perform at home; and knows the basics of telephone usage. Intermediate level objectives such as the following are listed: identifies spoken words that begin with the same sounds, and end with the same sound and rhyme; uses the question form "why"; and can identify and describe basic requirements for community jobs. Games, activities, instructional materials, and teaching methods are suggested which might help students meet each behavioral objective at primary and intermediate levels. Appendixes include at the primary level, a reading vocabulary list, descriptions of multipurpose materials such as puzzle cards, addresses of companies producing instructional materials or games, and additional sources of activities; at the intermediate level, a list of sight vocabulary and functional words, activities suitable for many instructional objectives, addresses of companies, and additional sources of materials. (GW)

**ED 096 789** EC 062 964  
Northwest Regional Special Education Instructional Materials Center. Final Technical Report.

Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—H22310C

Pub Date Aug 74

Grant—OEG-4-6-062310-1563

Note—250p.

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS**

**POSTAGE**

Descriptors—\*Exceptional Child Services, Geographic Regions, \*Handicapped Children, In-

formation Dissemination, \*Information Services, \*Instructional Materials Centers, Program Descriptions, \*Special Education, Teacher Education

Identifiers—Northwest

The final technical report of the Northwest Regional Special Education Instructional Materials Center (NWSEIMC) summarizes the center's activities between 1966 and 1974, activities which focused on the development of a delivery and information system for special education, the development of technical competencies in teachers of the handicapped, and the development and dissemination of instructional and information packages. Services were originally provided to Alaska, Hawaii, Idaho, Oregon, and Washington, with Guam and American Samoa being assigned to the region at a later time. Activities of the NWSEIMC are documented in chapters under each of the following six headings: development of child use instructional materials; training of teachers in media, materials, and educational technology; media and materials information dissemination; materials collection and circulation; intrastate delivery systems; and program management and operation. Numerous lists of figures and tables chart such data as NWSEIMC time tracking for fiscal year 1974 and patron subjective responses to NWSEIMC field services. (GW)

**ED 096 790** EC 062 965  
Davis, Elizabeth A., Ed.

Curriculum Activities Guide for Severely Retarded Deaf Students.

Marion County Association for Retarded Children, Indianapolis, Ind.

Pub Date Aug 73

Note—146p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS**

**POSTAGE**

Descriptors—Art, \*Aurally Handicapped, Class Activities, Color Planning, Communication Skills, Creative Expression, \*Curriculum Guides, \*Exceptional Child Education, \*Mentally Handicapped, Multiply Handicapped, Number Concepts, Vocabulary

Identifiers—\*Severely Handicapped

The curriculum activities guide for severely retarded deaf children describes activities appropriate for preschool and primary students (7- to 11-years-old), for intermediate and vocational students (12-to-24-years-old), or for both. Activities which incorporate the method of total communication, are focused on communications skills, fingerspelling, numbers, colors, basic vocabulary, and art skills. For each activity, the author describes its purpose, provides directions, and lists necessary materials. Suggested are such activities as balloon play, color matching, dressing the stick figure, name recognition, a nature walk, learning phone numbers and addresses, and making Christmas books, paper weights, and straw paintings. (GW)

**ED 096 791** EC 062 966  
Teter, Ralph O., Ed.

Handbook: The Operation of Programs for Language-Handicapped Children. Demonstration Center for Language-Handicapped Children.

Education Service Center Region 4, Houston, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Special Education.

Pub Date 73

Note—155p.; For related documents, see EC 062 967-970

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS**

**POSTAGE**

Descriptors—Educational Diagnosis, Educational Planning, \*Exceptional Child Education, Instructional Materials, \*Language Handicapped, Learning Disabilities, \*Program Development, \*Program Planning, \*Resource Centers, Screening Tests, Teacher Education, Teaching Methods

Texas educators, charged with developing a pragmatic service for language handicapped (LH) children in public school settings, produced this handbook on the operation of programs for LH children. Initial program development is reported to involve such activities as defining the target population, assessing needs and district resources, formulating student transition procedures, and defining the role of the educational service center. Discussed are steps in establishing a screening program, selection of screening instru-

ments, and screening procedures. Examined are the establishment of an appraisal program, selection of appraisal instruments, appraisal procedures, professional support services, and communication of appraisal information. Resources, and procedures of educational planning are explicated. The authors evaluate types of available materials and equipment, materials selection procedures, and teacher-made materials. The following topics related to instruction are addressed: general instructional strategies, instruction in the classroom and in the resource room, instruction utilizing differentiated staffing, measures of student progress, communication with parents, maintaining appropriate behaviors, and utilization of teacher aides. Staff development is assessed in terms of the relation between preservice and inservice training, professional competencies, a competency matrix, considerations in designing training programs, and formats for inservice training. (GW)

ED 096 792 EC 062 967

Miller, Max D., Ed.

**Research Design and Results. Demonstration Center for Language-Handicapped Children.**

Education Service Center Region 4, Houston, Tex.

Spons Agency—Texas Education Agency, Austin, Div. of Special Education.

Pub Date 73  
Note—57p.; For related documents, see EC 062 966-970

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—Academic Achievement, \*Demonstration Centers, \*Exceptional Child Education, \*Grouping (Instructional Purposes), Heterogeneous Grouping, \*Language Handicapped, Learning Disabilities, Public Schools, Regular Class Placement, Research and Development Centers, \*Statistical Data

The Demonstration Center for Language Handicapped (LH) Children is described as a project, executed in two Texas public schools between 1971 and 1973, which evaluated the following three treatment approaches to LH students: regular classroom placement and provision of inservice training and appropriate materials to the regular teacher; regular class placement combined with placement in a resource room; and special class placement. First year research data is presented in the following areas: independent variables such as instructional programs, appraisal protocols, grade level, teacher aides, and inservice training; sampling procedures; control groups; data collection; criterion testing; and results. Data showed generally that if a LH child identified as such is placed in the regular class he will achieve less than if he remains unidentified, but that if the child is given the full support of specialized personnel, he will gain more than if he remains unidentified. Second year data is provided for the following topics: the definition of LH, research questions, performance objectives, types of intervention programs, research contrasts between 1 year and 2 years of intervention, attitudes of LH children toward themselves and school, criterion testing, and results. (GW)

ED 096 793 EC 062 968

Hale, James R.

**Recommendations: Operational History. Demonstration Center for Language-Handicapped Children.**

Education Service Center Region 4, Houston, Tex.

Spons Agency—Texas Education Agency, Austin, Div. of Special Education.

Pub Date 73  
Note—86p.; For related documents, see EC 062 966-970

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

#### POSTAGE

Descriptors—\*Demonstration Centers, Educational Philosophy, \*Educational Planning, \*Exceptional Child Education, Goal Orientation, \*Language Handicapped, Learning Disabilities, \*Program Descriptions, Program Design

Recommendations based on the two-and-a-half-year history of The Demonstration Center for Language Handicapped (LH) Children are reported. Noted are such recommendations as the following: that each school district develop its own operational definition of LH based on the state definition, adding the concept of significant discrepancy between learning potential and per-

formance as determined by developmental age and expectation for remediation; and that a consultant team of medical specialists be available to the educational planner as needed, but that a mandatory physical examination not be required for LH children. The center's philosophy is discussed with reference to such topics as its commitment to the Texas Education Agency, academic performance, decentralization, and staff development. Evaluated are the center's procedures related to participating school districts, project organization, comparative research, project staff, inservice training, consultants, and evaluation procedures. The following productions of the center are described: the Language Center Handbook, quarterly reports, statistical reports, research monographs, activity reports, and materials required for project operations. Implications of language and learning disability programming are drawn for special and mainstreamed educational services. Materials used for project operations, including appraisal and instructional materials, program evaluation forms, procedural guidelines, conceptual models, and research designs are attached. (GW)

ED 096 794 EC 062 969

**Demonstration Center for Language-Handicapped Children. Research Monographs; Vol. 1, No. 1-10.**

Education Service Center Region 4, Houston, Tex.

Spons Agency—Texas Education Agency, Austin, Div. of Special Education.

Pub Date 73  
Note—31p.; For related documents, see EC 062 966-970

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Academic Achievement, \*Demonstration Centers, Educational Diagnosis, \*Exceptional Child Education, Incidence, Instructional Media, \*Language Handicapped, Learning Disabilities, \*Program Descriptions, Public Schools, Reading Tests, Resource Teachers, Role Perception, Screening Tests, Speech Therapists, Student Evaluation, Teaching Methods

Brief research monographs produced by The Demonstration Center for Language Handicapped (LH) Children are collected. The monographs address the following topics: the historical background and objectives of the language center; the effects of support personnel on the academic performance of LH children; the incidence of language handicaps among kindergarten, third, and sixth grade pupils; the evaluation of selected prekindergarten screening tests for language disability; classroom teacher ratings of the Language center's appraisal objectives; the relationship between the Gates-MacGinitie Reading Test—Readiness Skills—and the Meeting Street School Screening Test; characteristics of LH children, such as auditory comprehension, language, and personal-social skills; alternative roles for the public school speech clinician; the utilization of instructional media, teaching techniques, and student-oriented activities by teachers in the language center; and attitudes of classroom teachers, resource teachers, and educational diagnosticians toward utilization of instructional media, teaching techniques, and student-oriented activities in the language center project. The monographs have been published during two and a half years of research into teaching strategies for helping LH children. (GW)

ED 096 795 EC 062 970

**Demonstration Center for Language-Handicapped Children. Research Monographs; Vol. 2, No. 1-7.**

Education Service Center Region 4, Houston, Tex.

Spons Agency—Texas Education Agency, Austin, Div. of Special Education.

Pub Date 73  
Note—23p.; For related documents, see EC 062 966-969

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Administrator Attitudes, Attendance, Case Studies (Education), \*Demonstration Centers, \*Exceptional Child Education, \*Language Handicapped, Learning Disabilities, Models, Professional Personnel, \*Program Evaluation, Role Perception, Skill Analysis, Special Classes, Teacher Aides, Teacher Attitudes

Monographs produced on the basis of two and a half years of research at The Demonstration Center for Language Handicapped Children are collected. The monographs address the following topics: a generalized evaluation model for language disability programs; the impact of the language center program on the individual child as determined from critical incidence reports; the role of the language center teacher aide based on the perceptions of teachers; perceptions of classroom teachers concerning selected aspects of the language center program; administrative attitudes toward the program of the language center after 1 year of operation; the relationship of special instructional programs to student attendance; and proficiency profiles for professionals who work with LH children. (GW)

ED 096 796

EC 062 971

Martin, Robert Wesley, Ed.

**The Implications of Recent Research in Early Child Development for Special Education. Proceedings of the Special Study Institute.**

New York State Education Dept., Albany. Special Education Instructional Materials Center.

Spons Agency—City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center; New York State Education Dept., Albany, Div. for Handicapped Children.

Pub Date 73  
Note—200p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

#### POSTAGE

Descriptors—Child Development, Conference Reports, \*Early Childhood Education, \*Exceptional Child Education, \*Handicapped Children, Learning Processes, \*Research Utilization, \*Special Education Teachers, Teacher Education

Summarized are proceedings of a 3-day institute for educational researchers and special education teachers which was designed to disseminate knowledge about recent research findings on the development and learning processes of young children, to facilitate the process of translating research findings into educational implications, to disseminate knowledge about the implications of recent research for educating young handicapped children, and to encourage participants to utilize in their own work suggestions developed at the conference. Included are the opening address, as well as brief presentations on the process of relating research and practice and the process of adapting education to the handicapped. Reported are proceedings of seminars on conceptual development, language development, social and emotional development, and perceptual development. Additional references are listed at the end of each seminar summary. (GW)

ED 096 797

EC 070 069

**Directory of State Human Services Agencies.**

Human Services Inst. for Children and Families, Inc., Washington, D.C.

Pub Date Jul 74  
Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*Agencies, \*Directories, Emotionally Disturbed, Employment, \*Exceptional Child Services, Handicapped Children, Health Services, \*Mental Health, Mentally Handicapped, \*Social Services, State Agencies, Welfare Services

Listed in the directory are 54 state and territorial human service agencies classified according to the number of major areas (welfare/social services, health, mental health and/or mental retardation, employment, corrections) included within the agency program and the type of authority delegated to the agency director. Integrated-Comprehensive Agencies are defined as state human resources departments wherein the director has broad authority in areas such as planning, staffing, transfer of programs, budgeting, and training. In Integrated-Coordination Agencies, the director has limited authority in the above-mentioned areas but is responsible primarily for coordinating human services programs. Those agencies which include only one or two major program areas or are only in the planning stages of integrating human services were classified as Non-Integrated. Listings within each structural classification are alphabetical by state and include agency name, director, address, services and programs, and status through May 1974. Also included is a chart with footnotes to indicate

the current stage of development of Non-Integrated Agencies. (LH)

**ED 096 798** **EC 070 095**

*Cole, Roberta And Others*  
**Language and Speech Improvement for Kindergarten and First Grade. A Supplementary Handbook.**

Hillsborough County Board of Public Instruction, Tampa, Fla.

Note—96p.; Some pages may reproduce poorly due to condition of original copy

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Class Activities, \*Early Childhood, \*Exceptional Child Education, \*Instructional Materials, Kindergarten, \*Language Development, Language Programs, Primary Grades, Speech Handicapped, \*Speech Improvement, Teaching Guides, Teaching Methods

The 16-unit language and speech improvement handbook for kindergarten and first grade students contains an introductory section which includes a discussion of the child's developmental speech and language characteristics, a sound development chart, a speech and hearing language screening test, the Henja articulation test, and a general outline of daily goals and activities. The 16 teaching units are organized around speech sounds that are most likely to be defective (such as s, f, r and th) and include activities selected to achieve language goals (such as association of the sound with an animal or familiar object, listening for the sound in a story, using pictures which require children to discriminate between sounds, and games and fingerplays which necessitate utilization of the correct sound). Many instructional materials are provided within the handbook, including sketches, puppet patterns, and stories about Koko the Koala Bear and Sharon and the Seashell. An appendix lists supplementary materials such as books, activity kits, filmstrips, records, and picture cards. (LH)

**ED 096 799** **EC 070 096**

**Program Budgeting and the Mentally Retarded. Perspective Series, No. 1.**

National Association of Coordinators of State Programs for the Mentally Retarded, Arlington, Va.

Pub Date 74

Note—67p.

Available from—National Association of Coordinators of State Programs for the Mentally Retarded, Inc., 2001 Jefferson Davis Highway, Suite 802, Arlington, Virginia 22202 (\$4.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Community Programs, Conference Reports, \*Cost Effectiveness, Delivery Systems, \*Exceptional Child Services, Financial Policy, \*Mentally Handicapped, \*Program Budgeting, \*Program Effectiveness

Reported are 1973 conference proceedings of the National Association of Coordinators of State Programs for the Mentally Retarded (MR), which address the economics of service delivery to mentally handicapped children and adults. Conference speakers included a state legislator, a state budget official, an economist, and state and local officials. They discussed a legislator's and a state official's views of the impact of new budgeting techniques on the delivery of MR services; measurement of costs and benefits of MR services; program budgeting in a multiservice center for the handicapped; cost accounting within a public residential facility for the MR, and assessment of costs and benefits of alternative services for the MR speakers. Reactions to the presentations stressed the need for better information on which to base program decisions and the importance of relating data systems and cost accounting to improved client service. (LH)

**ED 096 800** **EC 070 106**

*Ysseldyke, James E. Pickholtz, Herschel*  
**Doctoral Dissertations in School Psychology: 1967-1973.**

Pub Date 73

Note—56p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, \*Doctoral Theses, \*Educational Psychology, Exceptional Child Education, Handicapped Children, \*School Psychologists

A list of approximately 645 doctoral dissertations in school psychology written between 1967-1973 is presented. Listings, arranged alphabetically by state and author's name, include the title of the dissertation and its date. The dissertations address a wide variety of subjects, such as classification skills in deaf children, beginning reading, children's perceptions of teachers, curiosity, and academic achievement. (LH)

**ED 096 801** **EC 070 148**

*Brown, Keith*  
**Accountability Study of the Program for Trainable Mentally Retarded Children and Youth. Summary Evaluation Report, 1972-1973.**

Duval County School Board, Jacksonville, Fla.; Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—31p.; For a related document, see EC 070 149

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Agencies, \*Behavioral Objectives, Criterion Referenced Tests, \*Educational Accountability, Evaluation, Evaluation Methods, \*Exceptional Child Education, Mentally Handicapped, Parents, \*Program Evaluation, Teachers, \*Trainable Mentally Handicapped Identifiers—Duval County, Florida

The 1972-73 accountability study of Duval County (Jacksonville, Florida) programs for trainable mentally handicapped (TMH) children and youth, funded under Title VI-B of the Elementary and Secondary Education Act, focused on the development and refinement of evaluation materials and field testing of the materials developed. Twelve teachers identified approximately 550 behavioral objectives with corresponding criterion test items and accompanying instructional suggestions. Field testing involved evaluation of the 550 behavioral objectives by teachers, parents, and community agency personnel, evaluation of student performance using criterion test items, and evaluation of the project products and activities by a three member panel of experts. Results of field testing supported such conclusions as the following: (1) that there is a high degree of correspondence between the importance attributed to skill areas by teachers, parents, and community agency personnel with social skills generally ranked highest and occupational skills lowest; (2) that project materials have a high probability of being used and correspond to teacher needs; (3) that the criterion test item approach to assessment of TMH student performance is inadequate; and (4) that there is need of additional behavioral objectives in the occupational skills area which take account of skills needed for success in sheltered workshop situations. (GW)

**ED 096 802** **EC 070 149**

*Geiger, William L. Guertin, Wilson H.*  
**Accountability Study of the Program for Trainable Mentally Retarded Children and Youth. Summary Evaluation Report, 1973-74.**

Duval County School Board, Jacksonville, Fla.; Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 74

Note—24p.; For a related document, see EC 070 148

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Behavioral Objectives, Behavior Rating Scales, Check Lists, Criterion Referenced Tests, \*Educational Accountability, Evaluation Criteria, \*Exceptional Child Education, Mentally Handicapped, \*Program Evaluation, \*Trainable Mentally Handicapped Identifiers—Duval County, Florida

Monies granted under Title VI-B of the Education of the Handicapped Act funded an accountability study of the Duval County Program (Jacksonville, Florida) for trainable mentally handicapped (TMH) children and youth. An organized collection of approximately 675 behavioral objectives and accompanying criterion test items was developed for evaluating TMH student performance and overall program effective-

ness. The objectives were incorporated in a volume of 869 instructional objectives (A Catalog of Instructional Objectives for Trainable Mentally Retarded Students) in the areas or language development, social adequacy, and vocational readiness. The behavioral objectives and criterion test items were field tested by teachers of the TMH, reviewed by experts, and compared with major curriculum guides for TMH programs. Field testing indicated that the use of criterion test items with TMH students was an expensive, time-consuming, and disruptive evaluation technique. In an attempt to establish a more functional and less expensive evaluation alternative, a checklist of 80 sample behavior items was compiled on the basis of importance ranking of skill areas by parents, teachers, and community agency personnel. Findings showed that the checklist instrument was highly reliable in and of itself and correlated very highly with the use of corresponding criterion test items as an evaluation alternative. (GW)

**ED 096 803** **EC 070 150**

*Minch, Janet And Others*  
**Rights Handbook for Physically Handicapped Children: Child Advocacy Project.**

Easter Seal Society for Crippled Children and Adults of Massachusetts, Worcester.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 74

Grant—OEG-0-72-5315

Note—73p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Employment Opportunities, Equal Education, \*Exceptional Child Services, Federal Aid, Federal Legislation, Financial Support, \*Guidelines, \*Handicapped Children, \*Legislation, Medical Treatment, \*Parents, State Legislation, Vocational Education Identifiers—Massachusetts

The handbook is intended to help parents of handicapped children understand and use Massachusetts' laws and federal legislation to obtain their children's rights to education, training, medical services, and tax and social security benefits. Guidelines regarding education concern such topics as the Bartley-Daly Law; class placement; home tutoring; and rights to transportation, annual reevaluation, and confidential records. Discussed are health insurance (individual and group policy coverage), access to hospital records, Medicaid (eligibility, application procedures, and rights to appeal), and handicapped children services. Explained are children's and mothers' social security benefits, and qualifications and application procedures for supplemental security income. Employment and vocational training guidelines focus on such issues as exemption from minimum wage laws and requests for workman's compensation exemption. Federal and Massachusetts income tax laws are explicated. Legally guaranteed rights are listed which apply specifically to visually impaired, hearing impaired, epileptic, and physically handicapped children (such as rights pertaining to automobile plates and taxes, use of public buildings, state and federal housing, recreation, and talking books). Appendixes provide information on legal resources, ways of communicating with and influencing legislators, agency resources, and parent and self-help groups. (GW)

**ED 096 804** **EC 070 190**

*Moore, Jean, Ed. Engleman, Vance, Ed.*  
**The Severely, Multiply Handicapped: What are the Issues? The Proceedings from the Regional, Topical Conference (March 6-8, 1974).**

Rocky Mountain Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Utah Univ., Salt Lake City. Graduate School of Education.

Pub Date Mar 74

Grant—OEG-0-70-4178(608)

Note—130p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Conference Reports, Delivery Systems, Educational Needs, Educational Opportunities, \*Exceptional Child Education, \*Guidelines, \*Multiply Handicapped, Parent Education, \*State Programs, Workshops Identifiers—\*Severely Handicapped

Presented are proceedings from a conference aimed at clarifying issues regarding education for the severely multiply handicapped, outlining goals, and producing 1-year timelines for Idaho, Utah, Montana, Wyoming, and the nation-at-large. Reported are the goals and implementation strategies (such as designing and implementing statewide programs to increase acceptance attitudes of professionals toward parents and their severely handicapped children) developed in workshops focused on the areas of systematic delivery systems, identification of constraints, options for unserved children, relevant education, and parent education. One-year timelines for implementation of goals in each of the latter areas are included. Appendices contain the texts of speeches, keynote addresses, and thematic statements; a diagram of the workshop structure; a conference evaluation report; and a directory of participants. (GW)

**ED 096 805** EC 070 192  
Affective Instruments Used in the Evaluation of the "Handicapped Children in the Regular Classroom", an ESEA Title III Project. Fountain Valley School District, Calif.  
Note—14p.; For related documents, see EC 070 191 and EC 070 193

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Affective Behavior, \*Emotional Adjustment, \*Exceptional Child Education, \*Handicapped Children, \*Measurement Techniques, Program Evaluation, \*Regular Class Placement, State Programs, Testing  
Identifiers—California, Elementary Secondary Education Act Title III, ESEA Title III

Presented are the affective instruments used to evaluate "Handicapped Children in the Regular Classroom", and Elementary and Secondary Education Act Title III Project conducted in the Fountain Valley School District, California. The instruments included are a stick figure test for which teacher instructions are included, a student questionnaire which contains such queries as "Does the school make you feel good about yourself?", a level of aspiration test, and a self-concept measuring instrument with which the student relates words indicating positive and negative evaluations and dynamics to himself. (GW)

**ED 096 806** EC 070 193  
Children Without Labels: ESEA Title III Project 1232; "Handicapped Children in the Regular Classroom". Fountain Valley School District, Calif.

Note—67p.; For related documents, see EC 070 191 and EC 070 192

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Educable Mentally Handicapped, \*Exceptional Child Education, Handicapped Children, \*Learning Disabilities, Program Descriptions, \*Program Evaluation, \*Regular Class Placement, School Districts, Self Concept, State Programs, Teacher Attitudes

Identifiers—California, Elementary Secondary Education Act Title III, ESEA Title III

Described is a project in which 60 educable mentally handicapped (EMH) and 30 educationally handicapped (EH) students were placed in regular classes and provided with individually prescribed programs based on daily assessment and prescription by a resource teacher. Information is provided on the California school district implementing the project and on such aspects of the program as its scope, personnel, organization, services, instructional equipment and materials, budget, parent-community involvement, and evaluation. It is explained that pre- and posttest measures were given to assess the project objectives concerned with pupils' growth in academic achievement, acceptance by regular classroom teachers and students, and self-concept. Data are reported to show that EMH students made an average of 9 months growth in reading and 12 months growth in mathematics, that EH students achieved an average of 11 months growth in reading and 12 months growth in mathematics, that there was no difference in the teachers' overall perception of handicapped versus nonhandicapped students as measured by Osgood's Semantic Differential, and that the majority of students reached criterion levels of self-concept as measured by the Stick Figure Test and the Auditory Self-Concept Measuring Instrument. (GW)

**ED 096 807**

Korn, Max, Comp.

Bibliography: Precision Teaching.

National Inst. on Mental Retardation, Toronto (Ontario).

Pub Date 74

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Bibliographies, \*Exceptional Child Education, \*Handicapped Children, \*Precision Teaching, \*Teaching Methods

The bibliography on precision teaching, issued by Canada's National Institute on Mental Retardation, contains approximately 84 entries alphabetized according to author. The entries, which include books, articles, and dissertations, range over such topics as the use of behavior modification in precision teaching, school-wide implementation of precision teaching, and precision teaching with orthopedically handicapped pupils. (GW)

**ED 096 808**

EC 070 195

Competencies of Persons Responsible for the Classification of Mentally Retarded Individuals.

National Association for Retarded Citizens, Arlington, Tex.

Pub Date Apr 74

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Classification, Educational Background, Evaluation, \*Exceptional Child Services, Identification, \*Mentally Handicapped, \*Psychologists, \*Referral, \*Skill Analysis, Student Placement

The position statement from the National Association of Retarded Citizens specifies areas of study and competencies needed by evaluators who generate or interpret psychometric data used in classification and placement decisions regarding mentally handicapped persons. Guidelines focus on academic degrees and licensure; recommended areas of study and competency (individual assessment, individual differences, the exceptional child, learning and remediation, mental retardation, and supervised experience); and continuing education. For instance it is recommended that students of learning and remediation processes study interdisciplinary planning and evaluation of educational outcomes so that they become competent to write behavioral objectives incorporating appropriate criterion measures and accountabilitys. (GW)

## FL

**ED 096 809**

FL 003 891

Hashimoto, Anne Yue

The Imperative in Chinese.

Princeton Univ., N.J. Chinese Linguistics Project.

Note—27p.

Journal Cit—Unicorn; n4 p4-31

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Chinese, Deep Structure, Descriptive Linguistics, Grammar, \*Mandarin Chinese, Surface Structure, \*Syntax, Transformation Generative Grammar, Transformation Theory (Language), \*Verbs

A preliminary study of the syntactic characteristics of the imperative construction in modern Chinese is presented. The term "imperative" is used to refer to the type of syntactic construction which is marked by an implicit or explicit second person subject, and which expresses a direct command. Indirect or implied commands expressed by a declarative statement or a rhetorical question are not included. It is concluded that the imperative in Chinese is a complex, embedded sentence in the deep structure, consisting of a matrix sentence with a (—2nd person) pronoun as subject, the verb YAO1, YAO2, YONG; ZHUN, etc. as the imperative main verb, and a complement sentence with also a (—2nd person) pronoun subject. The verb phrase which appears in the surface structure is derived from the complement sentence in the deep structure. The subject of this complement sentence is obligatorily deleted in the surface structure. Some of the structural restrictions of the imperative are described, and a list of references concludes the paper. (PP)

**ED 096 810**

FL 005 017

LeBel, Jean-Guy

Quelques moyens utilisés en correction phonétique avec les étudiants dits "faux intermédiaires" (Several Methods Used for Pronunciation Correction with Students Called "faux intermédiaires.")

Pub Date 73

Note—14p.; In French

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*French, \*Language Instruction, \*Language Laboratories, \*Language Learning Levels, Language Skills, Phonetics, Phonology, Pronunciation, \*Pronunciation Instruction, Second Language Learning

The term "faux intermédiaire" refers to a student who has studied French for one, two, or even several years, by means of one instructional method or another, and who has some knowledge, though often insufficient and incorrect, of French pronunciation. Three levels of student pronunciation proficiency are described: the phonological, the phonetic, and the "orthoépique." The student called "faux intermédiaire" belongs to the second category. The pronunciation exercises and correction techniques suggested are designed for use in the classroom and in the language laboratory during 45-minute periods. Particular emphasis is placed on what the student is allowed to practice on his own. The student is never permitted to work independently on a pronunciation exercise, unless he has first practiced it in class and in the laboratory. Work in the lab is divided into three stages. At the first stage, the student records simple pronunciation exercises for approximately 5-6 minutes. He works for the same amount of time but with more difficult exercises at the second stage, and the third stage is based on the reading of a short text. It is suggested that the teacher keep a small file for each student in order to record his problems and progress. (PP)

**ED 096 811**

FL 005 121

Davies, Norman F., Ed. Allen, John R., Ed.

System. A Newsletter for Educational Technology and Language Learning Systems. Vol. 1, No. 3. Linköping Univ. (Sweden). Dept. of Language and Literature.

Pub Date Oct 73

Note—55p.; One article is in German

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Autoinstructional Aids, Cognitive Processes, \*Educational Technology, Individualized Instruction, \*Language Instruction, \*Language Laboratories, \*Newsletters, Pattern Drills (Language), \*Second Language Learning  
This issue begins with a description (by Henri Niedzielski) of 10 performance objectives devised for a course in French phonetics at the University of Hawaii. The other articles in this issue are concerned with the following topics: (1) a self-instruction approach that allows colleges to offer courses in nearly every language to as few as two students (Leslie Rich); (2) the integration of language laboratories with classwork (Bjorn Lusen-sky); (3) the comparison of cognitive drills with habit drills in language learning (A. Keuleers), and (4) the position of the overhead projector in the language laboratory (in German, Gottfried Keller). In addition, brief descriptions are given of work in progress at some English universities. An index to volume 1, nos. 1, 2, and 3, is also provided. (LG)

**ED 096 812**

FL 005 698

Taska, Betty K.

Teacher Training for the Non-Native Speaker in Francophone Africa.

Pub Date 8 Mar 74

Note—11p.; Paper Presented at the TESOL Annual Convention (8th, Denver, Colorado, March, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Audiolingual Methods, Books, Developing Nations, \*English (Second Language), French, Language Instruction, Language Teachers, Methods Courses, Second Language Learning, \*Teacher Education, Teacher Education Curriculum, Teacher Improvement, Teaching Methods, \*Textbooks  
Identifiers—\*French Speaking Africa

Recent political, social, and economic changes in sub-Saharan Africa have created a new demand for English teaching on a vast scale. The immediate aim of English teaching programs in the French-speaking countries should be to increase the number of national teachers of English who can supply the local school systems. Teacher training programs in francophone Africa range from quite carefully developed down to inadequate and struggling. In most countries there is only one Ecole Normale Supérieure, where students can take both content courses and teacher training courses. Many more of these schools are needed. The pattern of conducting English classes in French, following a French syllabus, and using French-published texts, is beginning to change with the introduction into the school systems of new teachers trained in audiolingual methods. Since many newly certified teachers are often placed in remote areas where their contact with English is extremely limited, it is imperative that a program of inservice training, inspection, and seminars be established to continue a new teacher's contact with English and to reinforce his competence. The extreme shortage of books throughout the continent must also be remedied if African English teaching programs are going to continue to improve. (PP)

ED 096 813 FL 005 717

Winkler, Henry J.  
A Comparison of the Intonation Patterns of Black English and Standard English.

Pub Date 73  
Note—8p; Paper presented at the Annual Meeting of the Acoustical Society of America (86th, Los Angeles, California, October 30-November 2, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—American English, \*Dialect Studies, \*Intonation, Language Patterns, Language Research, Language Styles, \*Negro Dialects, Social Dialects, \*Sociolinguistics, Speech Habits, \*Standard Spoken Usage

This study was designed to investigate, describe, and compare the intonation patterns of Black English and Standard English speaking children in a reading (formal) and free discourse (informal) situation. Black English was defined as the linguistic code of the subjects sampled from the inner city black poverty area schools, and Standard English as the linguistic code of the subjects sampled from the upper-middle class white area schools. Thirty male Black English speakers and thirty male Standard English speakers, all between 12 and 14 years old, were sampled from junior high schools in two distinct socioeconomic areas of Los Angeles. All interviews were conducted with pairs of informants. Among the main findings of the study were the following: (1) Black English intonation patterns were different from Standard English intonation patterns for all sentence types and situations, except the specific question informal situation. (2) Black English displayed more level or rising terminal intonation contours than Standard English. (3) Black English displayed more rising initial intonation contours than Standard English. (4) The Black English speaker apparently differentiated between reading and free discourse situations by changing intonation patterns, whereas the Standard English speaker did not. (5) Standard English speakers maintain a higher pitch level than Black English speakers. (PP)

ED 096 814 FL 005 772

Sancho, Anthony R.  
Culture in the Bilingual-Bicultural Curriculum.

Pub Date Mar 74  
Note—12p; Paper presented at the Annual TESOL Convention (8th, Denver, Colorado, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Biculturalism, \*Bilingual Education, Classroom Environment, \*Cultural Awareness, Cultural Background, Cultural Differences, \*Cultural Exchange, Curriculum Development, Sociocultural Patterns, Sociolinguistics, Student Centered Curriculum, Teacher Role, \*Teaching Methods, Teaching Techniques

The creation of a classroom that is more receptive to individual and cultural differences and the inclusion of the intangible elements of culture in the total instructional plan will increase the effective-

ness of the educational process in bilingual-bicultural programs. In planning a cultural component for the bilingual-bicultural classroom, the tangible and intangible elements of culture should be included. The tangible elements, such as language, songs, dances, and legends, are closely related to subject matter and thus can be taught systematically. The intangible elements, such as values, ideals, and attitudes, cannot be taught methodically or directly, but are learned through personal interaction with members of the culture group. Since the intangible elements involve process more than subject matter, they should be incorporated into the instructional processes used in the classroom. These general methods and approaches are recommended as the basis for all the content areas: (1) the creation of a classroom environment receptive to individual differences; (2) the use of the classroom as a multicultural resource center open to all interested persons; (3) a diversity in teaching and learning styles; (4) a flexible curriculum with attainable goals, responsive to student interests; (5) the teacher's role as a counselor rather than a dictator; (6) teachers and curricula that promote the motivation to learn; (7) the use of field experiences; (8) heterogeneous grouping; (9) peer teaching and learning; and (10) cross-age teaching and learning. (Author/LG)

ED 096 815 FL 005 804

Beusch, Ann A. And Others

New Perspectives in Intergroup Education. 1. Introduction: State Involvement. 2. Local School System Involvement. 3. An Experience in Teaching French-African Literature in a Mixed Class.

Pub Date Nov 73  
Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cross Cultural Studies, \*Cultural Awareness, Curriculum Development, Curriculum Guides, \*Ethnic Studies, French, Intercultural Programs, \*Intergroup Education, Language Instruction, Modern Language Curriculum, \*Secondary Schools, \*Second Language Learning

In Part 1, Ann A. Beusch reports on the integration of intergroup education into the total curriculum of Maryland's school system. Attention is drawn to the contributions made by language teachers concerned with the needs of the various ethnic groups in the state, with primary emphasis given to issues of cross-cultural communication and awareness. Outlining a curriculum for this type of program, Dora Kennedy describes in Part 2 student-centered teaching units in which the study of ethnic minorities forms a basic part of the foreign language classroom. A curriculum guide with specific objectives, methods, and course content is provided. In Part 3, Cynthia Perkins details a French-African literature unit taught in Central Senior High School in Prince George's County, Maryland. The activity-oriented, student-centered unit incorporates resources available from diplomatic circles in the Washington, D. C. area, as well as materials about French cultures in Africa, the West Indies, and Canada. An informal list of resources for minority studies in foreign languages is provided. (LG)

ED 096 816 FL 005 914

Raugh, Michael R. Atkinson, Richard C.

A Mnemonic Method for the Acquisition of a Second-Language Vocabulary. Psychology and Education Series, Technical Report No. 224. Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Mar 74  
Note—84p; For related document, see FL 006 488

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Associative Learning, Computer Assisted Instruction, Language Instruction, Memory, \*Mnemonics, Retention, \*Second Language Learning, \*Spanish, \*Vocabulary Development

Four experiments are reported evaluating the effectiveness of a mnemonic procedure, called the keyword method, for learning a foreign lan-

guage vocabulary. The method divides the study of a vocabulary item into two stages. The first stage involves associating the spoken foreign word to an English word that sounds like some part of the foreign word; the second stage requires the subject to form a mental image or picture of the keyword "interacting" with the English translation. Thus, the keyword can be described as a chain of two links connecting a foreign word to its English translation. The foreign word is linked to a keyword by a similarity in sound (acoustic link), and the keyword is linked to the English translation by a mental image (imagery link). The experiments compare the keyword method for learning a Spanish vocabulary with various control procedures. In all cases, the keyword method proved to be highly effective, yielding in one experiment a final test score of 88 percent correct for the keyword group compared to 28 percent for the control group. Several theoretical issues related to the keyword method are examined; practical aspects of incorporating the method into a foreign language curriculum also are discussed. (Author)

ED 096 817 FL 005 932

Shapson, Stan M. Purbhoo, Mary  
Second Language Programmes for Young Children.

Toronto Board of Education (Ontario). Research Dept.  
Pub Date Jan 74  
Note—77p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Bilingual Education, English (Second Language), \*Language Instruction, \*Language Programs, \*Program Descriptions, Program Evaluation, Student Attitudes, Student Motivation, \*Success Factors  
Identifiers—\*Canada, Toronto

This report provides a selection, description, and summary of programs and research involving two languages of instruction. It identifies theoretical questions raised in the literature, but the main emphasis is on the structures, goals, and outcomes of second language programs at the elementary school level. Many issues discussed are specific to different types of programs, such as those designed to achieve bilingualism for students from dominant language groups (e.g., French or English immersion programs in Canada), as well as native language programs that utilize the mother tongue of students from minority language groups (e.g., Italian-Canadians, Spanish-Americans). Most of the native language programs reviewed have been initiated in the United States, although the changing situation in Canada and, specifically, Toronto is also included. There is a clear indication that motivational and attitudinal factors are related to the success of second language programs. In addition, social-political factors must be considered. Evidence suggests that students in second language programs do not suffer academically, especially when longitudinal comparisons are made with appropriate tests and controls. Furthermore, native language programs may have specific benefits in the domain of social and personal factors. (Author/KM)

ED 096 818 FL 005 938

Schupbach, Richard

Toward a Computer-Based Course in the History of the Russian Literary Language. Psychology and Education Series, Technical Report No. 221.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.  
Pub Date 31 Dec 73  
Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Computer Assisted Instruction, Diachronic Linguistics, Instructional Technology, Literary Conventions, \*Literary History, \*Programmed Instruction, \*Russian, Russian Literature, \*Slavic Languages

The course described here offers computer-based instruction (CBI) in the history of the Russian literary language. It is designed to follow an introductory CBI Slavic course. The object of the course is to introduce graduate students in Russian literature to the types of changes that language in general, and Russian literary language in

particular, undergoes in time and to discuss how these changes vary over a large territory. The most important single limitation of the CBI system is the speed of presentation of the materials to the student, which prohibits the asking of questions. In addition, the course material itself presents certain limitations in that there are historical gaps in information availability, making programming difficult. The CBI portions of this course were offered for the first time to a class of five students during the spring quarter of 1973. On the final examination students were tested on: (1) subjects that had been lectured on and reinforced by supplementary reading; (2) subjects that had been lectured on and reinforced by CBI material; (3) subjects about which they had only read; and (4) CBI material not reinforced by lectures. The results demonstrated that the material presented in the CBI/lecture combination was absorbed the best, and generally the performance of the students was better than in the previous class, which had depended on lectures and reading alone. As a final assessment, it is concluded that the CBI material is pedagogically sound. Sample portions of the programmed lessons and tests are provided. (Author/LG)

ED 096 819 FL 005 981

Lafayette, Robert C.  
Job Security and Student Enrollment: A Synonym

Drill.

Pub Date Nov 73

Note—10p.

Journal Cit—Bulletin of the Illinois Foreign Language Teachers Association; v5 n2 p10-19 Nov 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Career Education, Career Opportunities, Community Attitudes, Culture, Employment Opportunities, Employment Qualifications, Individualized Instruction, \*Language Enrollment, Language Instruction, \*Language Programs, \*Language Teachers, Second Language Learning, Short Courses, Student Attitudes, \*Student Enrollment

The interrelatedness of job security for language teachers and student enrollment in foreign language courses is discussed. The decline in student interest and enrollment in language programs is traced to several sources including: (1) the "let's-teach-only-the-best-kids" syndrome, (2) the continuity myth, and (3) the "can't-get-away-from-the-text" syndrome. Suggestions for alleviating attrition and for attracting the untouchable student population focus on program diversity through the development of minicourses, an increased emphasis on individualized instruction, and the addition of more culture courses to the foreign language program. Teachers are urged to promote career education in order to make students at every level of foreign language instruction aware of careers that either require or that would be enhanced by foreign language skills. The need to increase public awareness of foreign language offerings is stressed, and several activities which would involve the public at large in language programs are described. (PP)

ED 096 820 FL 006 105

Lambert, Wallace E.

Culture and Language as Factors in Learning and Education.

Pub Date Nov 73

Note—54p.; Paper presented at the Annual Learning Symposium on "Cultural Factors in Learning" (5th, Western Washington State College, Bellingham, Washington, November 1973) and at the Annual convention of the Teachers of English to Speakers of Other Languages (Denver, Colorado, March 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Bilingual Education, \*Bilingualism, Cognitive Processes, \*Cultural Background, Cultural Differences, Ethnic Relations, \*Ethnocentrism, Intelligence Factors, Language Development, \*Learning Motivation, Minority Groups, Second Language Learning, Social Attitudes, Sociolinguistics

Identifiers—English Canadians, French Americans, \*French Canadians

Similarities among ethnolinguistic groups are greater than differences. It is the belief in the influence of culture and language on basic structures of thought and personality that divides groups, not the structures themselves. However,

linguistic differences among ethnic groups are real. The linguistic distinctiveness of a particular ethnic group is a basic component of its members' personal identity; thus, ethnicity and language become associated in the thinking of those inside and outside the group. Three questions based on these assumptions are currently being studied: (1) Do beliefs about a particular ethnolinguistic group affect the efficiency of learning that group's language? (2) Is there any basis to the belief that in becoming bilingual or bicultural cognitive powers are dulled and identities are diluted? (3) Should minority groups try to maintain their ethnolinguistic identities and heritage in the North American setting? Research on English-Canadians learning French demonstrated that attitudes held toward the French strongly influenced the learning of the language. As for bilingualism, French-Canadian bilingual students tested higher than carefully matched monolinguals on both verbal and nonverbal measures of intelligence. Also, testing of adolescent boys of mixed French-English parentage demonstrated that there is no basis for the belief that biculturalism produces a loss of identity. Finally, results of work with French-Canadians, and French-Americans in Maine, substantiate the need for the maintenance of minority ethnolinguistic identities. (LG)

ED 096 821 FL 006 200

Escure, Genevieve

Negation and Dialect Variation in French.

Pub Date Apr 74

Note—26p.; Paper presented at the Annual Kentucky Foreign Language Conference (27th, Lexington, Kentucky, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Deep Structure, \*Dialect Studies, \*French, \*Negative Forms (Language), Regional Dialects, Social Dialects, Surface Structure, Syntax, Transformation Generative Grammar, Transformations (Language)

Ways in which negation varies in two dialects of French, called "standard" and "colloquial" are investigated. The two dialects under consideration are representative of an extensive scale of styles, often overlapping and varying according to social status, education, contextual situation, age, and geographical area. Although the great majority of speakers control both dialect, which they use in different contextual situations, there are some speakers who control only one dialect. Through an analysis of examples, it is concluded that with respect to negation, the colloquial dialect is simpler because it lacks three processes present in the standard dialect: 1) "ne"-insertion, 2) negative-deletion, and 3) "ne"-deletion. The general tendency of the colloquial dialect to omit rules referring to deletion under identity is also shown. A list of references completes the paper. (Author/PP)

ED 096 822 FL 006 216

Harries, Helga

Contrastive Emphasis and Cleft Sentences. Working

Papers on Language Universals, No. 12.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Nov 73

Note—60p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Contrastive Linguistics, \*Deep Structure, Grammar, \*Language Universals, Linguistic Theory, \*Sentence Structure, Surface Structure, Synchronic Linguistics, \*Syntax, Transformation Generative Grammar

The purpose of this paper is to investigate how languages express contrastive emphasis. It is argued that all contrastively emphasized constructions have underlying cleft sentences, independent of whether the surface structure is an equational or a nonequational one. It is furthermore argued that emphatic word orders are systematic and predictable given a certain language type, and that the position of the object plays an essential role both in the cleft and noncleft emphatic constructions. (Author)

ED 096 823 FL 006 226

Zierer, Ernesto

Psycho-linguistic and Pedagogical Aspects in the Bilingual Education of a Child of Pre-school Age.

Pub Date Mar 74

Note—18p.; Some pages may reproduce poorly

Journal Cit—Lenguaje y Ciencias; v14 n1 p47-64 Mar 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Aphasia, \*Bilingual Education, \*Bilingualism, Bilingual Students, Case Studies, German, \*Language Development, Language Handicapped, Language Instruction, \*Psycholinguistics, Secondlanguage Learning, Spanish

The subject of this study was a Peruvian child who learned German first and, from the age of 2 years and 10 months, was systematically exposed to Spanish. At the age of 4, he had mastered both German and Spanish to the same degree of phonic, morphological, and syntactic competence. Two weeks after the surgical removal of a brain tumor at 5 years of age, the child began to develop a motor aphasia, followed by a sensory aphasia, caused by new brain lesions. Loss of speech occurred in the form of a gradual decrease in the frequency of utterances to zero, affecting both languages at the same time, which confirmed the hypothesis that the child had acquired a coordinate bilingualism. Among the hypotheses concerning bilingualism offered as a result of this case study are the following: (1) A bilingual education favors the development of cognitive and affective qualities in a child. (2) A bilingual education can result in the development of a coordinate bilingualism. (3) To develop coordinate bilingualism, it is recommended that the child learn one language first and begin learning the other at the age of 3 years and several months. (4) The first language should be the one spoken by the parents. (5) Both parents should speak to the child in the same language. (Author/PP)

ED 096 824 FL 006 264

Gregg, Alvin L.

Capturing Native Intuitions: A Criticism of the Chomsky-Halle Auxiliary Reduction Rules.

Pub Date 73

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Deep Structure, Generative Grammar, Linguistic Competence, \*Linguistic Theory, \*Morphology (Languages), \*Phonology, \*Pronunciation, \*Structural Analysis, Surface Structure, Syntax, Transformation Generative Grammar, Transformation Theory (Language)

The justification for the Chomsky-Halle Auxiliary Reduction Rule III, called Pretonic Stress Placement (PSP), is questioned from the point of view of the native speaker. The similarity of the PSP and the Main Stress Rule (MSR) is examined through the application of these rules to polysyllabic monomorphemic and polymorphemic words. This analysis is based on the hypothesis that the native speaker divides polysyllabic words considered by the linguist to be monomorphemic, such as "Monongahela" and "Oklahoma," into two morphic units. For these words the PSP is found to be a repetition of the MSR in that two cycles through the MSR achieve the results of the PSP without the addition of the latter rule. Indirect evidence for the native speaker's hypothesized morphic division is found in the morph reshaping processes of clipping and iconic reshaping of loanwords. The need for further attention to speakers' intuitions about lexical analysis is stressed. (KM)

ED 096 825 FL 006 312

Talmy, Leonard

The Basis for a Crosslinguistic Typology of Motion/Location, Part I. Working Papers on Language Universals, No. 9.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Nov 72

Note—78p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—American Indian Languages, \*Deep Structure, Linguistic Patterns, Linguistic Theory, \*Semantics, \*Surface Structure, \*Syntax

Identifiers—\*Atsugewi

A putatively-universal, deep-semantic and -syntactic representation of motion and location is presented. The most characteristic patterns for deriving this representation to the surface in English on the one hand and in Atsugewi (a Hoka Indian language) on the other are then presented and compared. (Author)

ED 096 826

FL 006 356

Zwicky, Arnold M.

**Bibliography 1. Coivs. Working Papers in Linguistics, No. 16.**

Ohio State Univ., Columbus. Dept. of Linguistics. Pub Date Dec 73

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Bibliographies, Descriptive Linguistics, \*English, \*Linguistic Theory, Literature Reviews, Semantics, Structural Grammar, Structural Linguistics, \*Syntax, Transformational Grammar, \*Verbs

The 25 entries in this bibliography constitute a survey of the linguistic literature related to coivs (Connection-of-Ideas Verbs). The bibliography is divided into three sections. In Part 1, the introductory remarks, coivs are described and classified; and examples of dative, parenthetical, and quotative coivs are given. Part 2 considers the literature on coivs, touching briefly on those of philosophical interest, but dealing mostly with the general semantic or syntactic properties of the class. In addition, the relationship of coivs to raising is considered. A list of explanatory footnotes is included. The third part consists of the bibliographic citations. (LG)

ED 096 827

FL 006 424

Leino, Anna-Liisa

**The Importance of Objectives in Foreign Language Instruction as Rated by Teachers.**

Finnish Association for Applied Linguistics, Helsinki.

Pub Date 74

Note—114p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Affective Objectives, Behavioral Objectives, Cognitive Objectives, \*Educational Objectives, \*English (Second Language), Language Development, \*Language Instruction, Psychomotor Objectives, Second Language Learning, \*Surveys, \*Teacher Attitudes

Identifiers—\*Finland

This study was an investigation into instructional strategies considered to be the most efficient in the achievement of defined educational aims. Specifically the purpose was to determine teachers' ratings of the importance of certain cognitive, psychomotor, and affective objectives of foreign language (English) instruction in Finland. These ratings were obtained by means of a questionnaire sent to teachers of elementary, intermediate, and advanced English throughout Finland. The differences in responses were attributed to the varied personal-social background and training of the teachers. Statistical analyses and comparisons of the ratings at all levels are given in detail. The objectives in the cognitive and psychomotor domains dealing with spoken language as content and knowledge and perception as pupil behaviors were rated as the most important at all levels. None of the affective objectives were considered unimportant. The most important objectives at each level were those connected to content. Extensive bibliographic references and appendices of statistical data are included. (LG)

ED 096 828

FL 006 425

Light, Richard L.

**Social Factors and Speech Variation: Some Observations in Albany, New York.**

Pub Date 74

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Dialect Studies, \*Negro Dialects, \*Nonstandard Dialects, Social Dialects, Sociocultural Patterns, Socioeconomic Influences, Socioeconomic Status, \*Sociolinguistics, \*Standard Spoken Usage

Identifiers—\*Albany

This study was conducted to examine certain social factors, such as sex, ethnicity, and socioeconomic group, as they influence the speech of a sample of black and white children, aged 10-12, from a lower socioeconomic group in Albany, New York. The tapes of the interviews were analyzed to determine the usage of the non-standard forms of four grammatical features, the multiple negative and the absence of suffixal -Z (i.e., absence of the suffix marking plural and possessive nouns and the third person singular form of the verb). The results showed that the

race of interviewer and sex of child had little influence on the use of the four features, as compared with race of child, which was a factor influencing frequency of use of two of the features, multiple negation and the absence of the third singular marker. It is noted that any explanation of the large quantitative difference between the black and white children's realization of these two nonstandard forms must take into account differences in social interaction patterns and the expectancies of the two groups. Results of this investigation are compared with those of the Washington and Detroit studies. (Author/LG)

ED 096 829

FL 006 439

A Teacher's Notebook: French.

National Association of Independent Schools, Boston, Mass.

Pub Date Sep 74

Note—53p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Achievement, Curriculum Planning, \*French, Instructional Materials, \*Language Instruction, Language Programs, \*Language Teachers, Professional Associations, Second Language Learning, Study Abroad, Teacher Workshops, \*Teaching Guides, Teaching Methods, Testing

This guide for French teachers was prepared with the help of teaching professionals who responded to a questionnaire administered in April 1973. It gives suggestions and information on: (1) curriculum planning, achievement levels, and sample programs; (2) teaching materials; (3) testing; (4) teacher aids such as workshops, professional organizations, foreign study and travel programs; and (5) new ideas in language teaching methodology. A list of addresses of publishers, manufacturers, and French cultural organizations concludes the notebook. (PP)

ED 096 830

FL 006 440

A Teacher's Notebook: Latin.

National Association of Independent Schools, Boston, Mass.

Pub Date Sep 74

Note—85p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Language Instruction, \*Language Teachers, \*Latin, Professional Associations, Second Language Learning, \*Teaching Guides, Teaching Methods, Testing, Textbooks

This notebook was designed to provide general guidelines for beginning teachers who are establishing a Latin program. Prepared by Latin teachers in independent schools, the notebook offers suggestions and information on the following: (1) reasons for studying Latin, (2) the age for beginning Latin study, (3) methodology, (4) testing, (5) textbooks, (6) audiovisual aids, (7) recommended books for a teacher's library, and (8) professional organizations and their publications. (Author/PP)

ED 096 831

FL 006 443

Bean, Eliot D. Brown, Richard T.

**Intercultural Communication Training Manual, Vol. 1.**

International Training Consultants, Inc., Burbank, Calif.

Spons Agency—Defense Language Inst., Washington, D.C.

Report No.—AD-780-270

Pub Date Aug 73

Note—290p.; For related document, see FL 006 444

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (AD-780 270/5GA, MF-\$1.45, HC-\$17.50)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Communication (Thought Transfer), \*Course Content, Course Descriptions, \*Cross Cultural Studies, \*Cross Cultural Training, Cultural Context, Cultural Differences, Curriculum Guides, \*Intercultural Programs, \*Manuals, Models

Identifiers—Japan, Spain, Turkey, Venezuela

The purpose of this manual is to provide a course development method that deals with all aspects of intercultural communication, not just the linguistic aspect. The first chapter orients the reader to the approach of the manual. Chapters 2 and 3 provide specific steps that guide the developer through all stages of course development. Chapter 4 presents a model of communication processing, describes the kinds of information and processing abilities individuals must have, and gives recommendations for collecting this data. Chapter 5 presents an outline of culture content and organization including topics which deal with the activities, practices, and technology of peoples as well as the groups they belong to; these topics are explained and exemplified, sources of cultural information are discussed, and a filing system for cultural data is provided. Chapter 6 presents the empirically determined interaction modes and their realization in illustrative prototype models. (NTIS)

ED 096 832

FL 006 444

Bean, Eliot D. Brown, Richard T.

**Intercultural Communication Training Manual, Vol. 2. Appendix.**

International Training Consultants, Inc., Burbank, Calif.

Spons Agency—Defense Language Inst., Washington, D.C.

Report No.—AD-780-271

Pub Date Aug 73

Note—91p.; For related document, see FL 006 443

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (AD-780 271/3GA, MF-\$1.45, HC-\$7.75)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Communication (Thought Transfer), Course Content, \*Cross Cultural Training, Curriculum Guides, \*Data Analysis, Data Collection, Glossaries, \*Intercultural Programs, \*Military Personnel

The purpose of this manual is to provide a course development method that deals with all aspects of intercultural communication, not just the linguistic aspect. Appendix A presents a procedure for collecting and analyzing military data. Appendix B contains a summary of the military data on which the manual is based. Appendix C presents an annotated bibliography. Appendix D is the glossary; included in the glossary are terms that are given a special meaning and are used in manual sections other than the one in which they are introduced. (NTIS)

ED 096 833

FL 006 447

Saville-Troike, Muriel

**TESOL Today: The Need for New Directions.**

Pub Date Oct 74

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Bilingual Education, Cultural Awareness, Cultural Interrelationships, Curriculum Planning, \*English (Second Language), \*Language Programs, \*Program Design, Second Language Learning, Teacher Education, Teaching Methods

TESOL instruction has made some progress over traditional forms of education in meeting the needs of bilingual students. However, there is a danger that in the defense of orthodox concepts and methods, the actual needs of the students will not be met, and guidance from the new directions in linguistics, psychology, anthropology, and education will be overlooked. To strengthen TESOL programs, suggested improvements include: (1) increased emphasis on cultural sensitization so that the non-English speaking cultures are appreciated, while the American English of the target culture is learned; (2) more relevant ESL instruction at the adult level, making classroom work related to life goals and choices; and (3) reorganized ESL training in which the English class serves as support component supplemental to regular content teaching areas, rather than as an isolated part of the curriculum. A dominant language support program, used in conjunction with the English content and support classes, would provide a total bilingual support program. Thus, the training of TESOL teachers would center on educational methodology rather than linguistics and all teachers would be trained in applying second language teaching methods in regular content courses. (LG)

ED 096 834 FL 006 448

Kennedy, Dora F.

Mexican Americans. An Appendix to "A Curriculum Guide in Spanish (Levels III-V)".

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date [71]

Note—91p.; For related document, see ED 044 949

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

## POSTAGE

Descriptors—Annotated Bibliographies, Changing Attitudes, \*Cultural Awareness, \*Curriculum Guides, \*Language Instruction, \*Mexican Americans, Minority Groups, Resource Materials, \*Spanish

This teaching and resource unit on Mexican Americans is specifically designed for advanced Spanish students. Though it is presented mostly in English, it is to be implemented for the most part in Spanish, according to the methodology set forth in "A Curriculum Guide in Spanish (Levels III-V)." The main purpose of the unit is to increase student understanding of the needs of minority groups so that future voting citizens of the majority culture will be more disposed to change. The unit is divided into the following sections: (1) a statement on background and objectives; (2) a list of suggested books and other materials for use with the unit; (3) a discussion of methodology and content, emphasizing the process of student-centered teaching; (4) suggested types of unit tests, a sample test, and an attitudinal survey. Supplementary information for the unit consists of a Chicano glossary, a chronological outline of Mexican history, and a listing of members of the Chicano Press Association. Sources of information and materials on Mexican Americans are listed, and an annotated bibliography concludes the unit. (PP)

ED 096 835 FL 006 451

Weinstein, Allen I.

Foreign Language Majors: The Washington Perspective.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date Oct 74

Note—50p.; Paper presented at the meeting of the Pennsylvania State Modern Language Association (Erie, Pennsylvania, October 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

## POSTAGE

Descriptors—Career Opportunities, \*College Language Programs, \*Employment Opportunities, \*Federal Government, Government Employees, Job Market, Language Fluency, \*Language Instruction, Liberal Arts Majors, Modern Language Curriculum, \*Second Language Learning

The Federal Government needs people who can actually communicate in a foreign language, and our academic language programs are not producing such people. To solve this problem, there has to be a change in our basic attitudes and philosophies about language teaching and learning. Language courses must be transformed from passive exercises into active experiences. Bold new approaches must be considered, such as applied group dynamics, incentive grades based on effectiveness of personal approach, and close coordination with English departments and other branches of the humanities. The Government employs teams of native speakers and linguistics to teach foreign languages to Federal employees; native English speakers with foreign language majors do not meet the requirements for teaching at the Foreign Service Institute. The number of other available government jobs where language ability is primary is relatively small. The Federal Government can, under existing circumstances, do little to expand the job market for foreign language majors, but foreign language competence can be helpful to a job applicant for many kinds of positions. An aggressive attempt must be made to strengthen the position of foreign language study as communication within the framework of the liberal arts curriculum. (Author/PP)

ED 096 836 FL 006 477

Colquitt, J. And Others

An Analysis of Multinational Corporations' Perception of Their Requirements for International M.B.A. Degree Holders.

Dallas Univ., Irving, Tex. International Inst.

Pub Date Jun 74

Note—70p.; A study conducted by the Research Consortium, Ltd.; Appendix B has marginal legibility due to quality of original copy

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

## POSTAGE

Descriptors—\*Business Administration, Business Skills, \*Employer Attitudes, Employment Opportunities, \*Employment Qualifications, Foreign Nationals, \*Language Fluency, Language Skills, \*Masters Degrees, Questionnaires, Research Projects, Surveys

This study was undertaken to assess: (1) the U.S. corporate demand for Americans holding an MBA degree with a concentration in International Management, (2) the U.S. corporate demand for foreign nationals holding a similar American MBA degree, and (3) the corporate perception of the value of foreign languages in such an international curriculum. A questionnaire was sent to 1,050 corporations doing a significant amount of international business, including approximately 250 foreign-based firms doing business in the United States. Returns were received from 275 firms, assuring a confidence level of slightly over 90 percent. The following conclusions can be drawn from the study: (1) True language fluency is a valuable asset for the individual as long as he also has technical business credentials to accompany his language skills. (2) An American who has lived and studied abroad is perceived to be more valuable than his counterpart who has not, though not as much so by larger corporations. (3) There is a strong demand for foreigners who have been trained in America, particularly for work in overseas offices. (Author/PP)

ED 096 837 FL 006 478

Allawala, Aslam U. And Others

Survey of Foreign Language Majors.

Dallas Univ., Irving, Tex. International Inst.

Pub Date Dec 73

Note—112p.; A study conducted by Market Research International, Irving, Texas; Appendix C has marginal legibility due to quality of original copy

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

## POSTAGE

Descriptors—\*Business Administration, \*Career Choice, College Language Programs, College Students, \*Graduate Study, Masters Degrees, \*Student Attitudes, \*Surveys

Identifiers—\*Foreign Language Majors

This marketing research project was undertaken to provide the International Institute of the University of Dallas with information regarding the career perception of foreign language majors for its use in recruitment for the International Management Program. Students from Arkansas, Louisiana, Oklahoma, and Texas were included in the study. Primary data were collected by mailing 590 questionnaires to Foreign Language Department Chairmen for distribution to foreign language majors. A total of 249 replies were received, representing a return rate of 45.4 percent. Secondary data were collected from various government, language association, and career placement association publications. The following were among the conclusions drawn from the data: (1) The potential market for foreign language majors for recruitment into an International Management Program is predominantly female, 78 percent versus 22 percent male. (2) More than 80 percent of the respondents indicated that career objective was an important consideration in the decision to pursue a foreign language major. (3) Female respondents appear to assign a higher preference to business (rank 4th) than do the male respondents (rank 5th). (4) Females perceive their chances for a business career to be less than their preference. (5) Males appear to prefer teaching, government, or graduate study. (6) Seventy-five percent of the respondents indicated some level of interest in an MBA program. (Author/KM)

ED 096 838 FL 006 485

Rammun, Raji M. May, Darlene

Arabic Proficiency Test (For College Level), Manual and Report.

Michigan Univ., Ann Arbor.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of International Education.

Pub Date 74

Contract—OEC-0-74-3186

Note—24p.

Available from—Assistant to the Chairman, Department of Near Eastern Studies, University of Michigan, 3074 Frieze Building, Ann Arbor, Michigan 48104

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Arabic, \*College Language Programs, Equivalency Tests, Evaluation Criteria, Grammar, Language Instruction, Language Learning Levels, \*Language Proficiency, \*Language Tests, Listening Comprehension, Reading Comprehension, \*Second Language Learning, Standardized Tests, Vocabulary, Writing Skills

Identifiers—NDEA Title VI

The new Arabic Proficiency Test for College Level is designed to serve the field of Arabic instruction in a number of ways. First, it will provide data on students' proficiency in Arabic. Second, it will aid in evaluating Arabic programs in American and Canadian higher institutions. Third, the results obtained from the users of the test will form the basis for developing norms of proficiency in Arabic against which the scores of succeeding students of Arabic may be interpreted. Finally, the answer sheet of the test is designed to retrieve information, which in turn will provide the basis for development of a scale to determine the reliability and validity of the test itself. The test consists of five content areas: (1) listening comprehension, (2) vocabulary, (3) grammar, (4) reading comprehension, and (5) writing. It is accompanied by a manual, a tape recording of utterances included in the listening comprehension section, student answer sheets, and two hand-scoring keys. The manual of the test contains a general description of the test, administration and scoring instructions, and sample questions and answers. A final report on the test accompanies the manual. (Author/LG)

ED 096 839 FL 006 486

Filipovic, Rudolf

Project for a Contrastive Analysis of the Sound Systems, Grammars and Lexicons of Serbo-Croatian and English. Phase I: Phonology and Grammar. Final Report.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-1-1031

Pub Date Aug 74

Contract—OEC-0-71-3761

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

## POSTAGE

Descriptors—\*Contrastive Linguistics, Grammar, \*Interference (Language Learning), Material Development, Phonology, Second Language Learning, \*Serbo-Croatian, Slavic Languages

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This project provides descriptions of some points of contrast between Serbo-Croatian and English in the fields of phonology, grammar, and lexicon. The project concentrated particularly on the points showing difficulties for the English-speaking learner of Serbo-Croatian, thus forming the basis for development of teaching materials and guides for classroom procedure. The approach used was a contrastive analysis of the two languages, combined with an error analysis of both written and spoken production of English-speakers learning Serbo-Croatian. The project was based on materials already collated from an earlier project on the same subject. In order to check the conclusions made from an error analysis of the earlier material, and to gather more material, a specially designed course in Serbo-Croatian was given to intermediate-level native English-speaking students. In addition, students who had studied in Zagreb were used as test subjects, providing further sources of interference analysis. Copies of the tests and summaries of the error analysis conclusions are provided. (Author/LG)

ED 096 840 FL 006 487

Wrenn, James J.

A Standard Sample of Present-Day Chinese for Use with Digital Computers. Final Report.

Brown Univ., Providence, R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-7756

Pub Date May 74

Contract—OEC-0-70-4544(823)

Note—13p.

Available from—Manual and Corpus available from the Department of Linguistics, Brown University, Providence, Rhode Island 02912 (\$50.00 if tapes are furnished, \$75.00 otherwise)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Chinese, Codification, \*Computational Linguistics, \*Data Bases, Data Collection, Digital Computers, Information Retrieval, \*Mandarin Chinese, Mathematical Linguistics, Vocabulary, Word Frequency, \*Word Lists  
**Identifiers**—NDEA Title VI

The final report on a project to develop a standard corpus of present-day Mandarin Chinese is presented. This corpus consists of words of running text of Chinese prose printed in the Republic of China during the calendar year 1968. The corpus, although originally planned to have a total of 500 samples of 2000 words each, has only 294 samples. Each sample starts at the beginning of a sentence, but not necessarily at the beginning of a paragraph or larger division. The samples represent a variety of styles of modern prose, selected for their representative quality rather than their literary merit. The collection consists primarily of samples from books and some major periodicals available through the library at the National Taiwan University and the National Central Library. For each sample collected, a copy was made and then transcribed into a modified Pin-yin romanization. For each sample, counts were taken of the following: names, formulae, figures, foreign strings, foreign words, words (in total), and syllables. After the samples were collected and romanized, they were then codified. A manual accompanies the corpus, which comprises one magnetic tape of about 1,200 feet, available in either 7-track or 9-track mode. (Author/LG)

**ED 096 841 FL 006 488**

Atkinson, Richard C. Raugh, Michael R.  
**An Application of the Mnemonic Keyword Method to the Acquisition of a Russian Vocabulary.**  
Psychology and Education Series, Technical Report No. 237.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 4 Oct 74

Note—44p.; For related document, see FL 005 914

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Associative Learning, Computer Assisted Instruction, Language Instruction, Memory, \*Mnemonics, Retention, \*Russian, \*Second Language Learning, \*Vocabulary Development

An experiment is reported evaluating the effectiveness of a mnemonic procedure, called the keyword method, for learning a foreign language vocabulary. The method divides the study of a vocabulary item into two stages. The first stage requires S to associate the spoken foreign word to an English word (the keyword) that sounds like some part of the foreign word; the second stage requires S to form a mental image or picture of the keyword "interacting" with the English translation. Thus, the keyword method can be described as a chain of two links connecting a foreign word to its English translation through the mediation of a keyword: the foreign word is linked to a keyword by a similarity in sound (acoustic link), and the keyword is linked to the English translation by a mental image (imagery link). The experiment reported here compared the keyword method with an unconstrained control procedure using Russian vocabulary. On all measures the keyword method proved to be highly effective, yielding for the most critical test a score of 72 percent correct for the keyword group compared to 46 percent for the control group. (Author)

**ED 096 842 FL 006 489**

Penny, Bernard Malinowska, Krystyna T.  
**Communicating in Polish.**  
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—273p.; Foreign Service Institute Basic Course Series

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 4400-01539, \$3.40)

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

**Descriptors**—Cultural Awareness, \*Language Instruction, Language Learning Levels, Oral Communication, \*Photographs, \*Polish, Second Language Learning, \*Textbooks, Visual Aids

**Identifiers**—National Defense Education Act Title VI, NDEA Title VI

This Polish textbook consists of a series of narrations and dialogs based on photographs depicting typical activities in the daily lives of Polish citizens. Two sets of questions follow each selection; the first set is intended to stimulate communication on what has been seen and heard, while the second set asks the students to compare what they have observed with what is familiar to them. The text can be used at all levels of a language program. The pictures may be used with beginning students as a visual stimulus for the mastery of elementary vocabulary and structures. The simpler selections in the first chapters may be used to supplement other instructional materials. The full potential of the text can be exploited with more advanced students. Since each chapter and unit can function independently, teachers need not follow the sequence presented here. (Author/KM)

**ED 096 843 FL 006 499**

Stevens, Peter  
**The Training of Language Teachers: A Look at the Future.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 74

Note—9p.

Journal Cit—Topics in Culture Learning; v2 p129-136 Aug 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Culture, \*Educational Change, \*Educational Philosophy, Individualized Instruction, \*Language Instruction, \*Language Teachers, Linguistics, Programmed Instruction, Psychology, Second Language Learning, \*Teacher Education, Video Cassette Systems

By the year 2000 the prevailing philosophy of education, in Western Europe and North America at least, will contain four major elements: (1) concern for the individual, (2) disapproval of authoritarianism, (3) the expectation of lifelong education, and (4) a sophisticated theoretical learning-teaching model of education. Language is now seen as a useful tool, a vehicle for communication. This attitude can be interpreted as a move away from culture-dependence in language teaching. The next quarter-century is likely to produce a wide range of technological developments based on the inexpensive videotape cassette. The trend toward individualized instruction and the growing demand for self-study materials will lead to a renewed interest in programmed learning. Certain general principles of professional training for language teachers will be detailed by the turn of the century, principles which will define: (1) the parameters of the language teacher's job, (2) the attributes of a teacher, (3) the components of a teacher's special training, (5) standards of training in practical skills, and (6) methods of achieving a realistic program. The relationship between language teaching and the disciplines of linguistics and psychology will be defined. As language teaching develops on its own theoretical bases, the direct reliance of language teachers on linguistics and psychology will wane. We are moving toward a greater understanding of what is actually involved in the complex processes of learning and teaching languages. (PMP)

**ED 096 844 FL 006 507**

Wells, Jack C.  
**The Medieval India Bibliographical Project: Hindi-Urdu Phase. Final Report.**

Wisconsin Univ., Madison

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-1-1036-FR

Pub Date Oct 74

Contract—OEC-0-71-3642

Note—30p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Asian Studies, \*Bibliographies, Foreign Language Periodicals, \*Hindi, Library

Collections, Literature Reviews, \*Medieval History, Medieval Literature, \*Periodicals, Union Catalogs, \*Urdu  
**Identifiers**—\*India, NDEA Title VI

The work completed under this contract constitutes one phase of the Medieval India Bibliographical Project. This phase consisted of the systematic compilation of a bibliography of works in the Hindi and Urdu languages concerned with the premodern history of Islamic domination of the Indian subcontinent. The purpose of this research was to list previously obscure or unknown monographic and periodical literature. In order to obtain this information, during the period from July 1973 to May 1974, the periodical and monographic holdings of a large number of libraries in North India were examined and the bibliographic data recorded. All pertinent titles were selected and multiple subject entries compiled for each title, as the character of the works required. To the extent possible, all author and title entries have been verified in the National Union Catalog, and where required, any additional information has been provided. Full bibliographic data was collected for 7,591 items. A procedures manual for the project as a whole is included with the final report. (Author/LG)

**ED 096 845 FL 006 514**

The Space Between...English and Foreign Languages at School. CILT Reports and Papers No. 10.

Centre for Information on Language Teaching, London (England).

Pub Date May 74

Note—110p.; Papers from a Conference on language in the Middle Years of Secondary Education (Manchester, England, November 1973)

Available from—Centre for Information on Language Teaching and Research, State House, 63 High Holborn, London WC1R 4TN, England (80 pence)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—\*Curriculum Planning, \*English Education, Immigrants, Intermediate Grades, \*Language Instruction, Modern Language Curriculum, Secondary Grades, \*Second Language Learning, Sociolinguistics, Student Attitudes, Teacher Attitudes

The papers in this volume resulted from a conference of British language educators convened to explore the common interests of those concerned with teaching English and foreign languages, particularly to the 11-15 age range. The students' social background and the special needs of immigrant children were also considered in relation to language in the curriculum. The first eight papers in this collection are revised versions of those presented at the conference. They are: (1) "English and Foreign Languages" by G. E. Perren, (2) "A Social View of Language in School" by Harold Rosen, (3) "Towards an Educational Theory of Language" by Peter Doughty, (4) "English in the Curriculum" by James Britton, (5) "Modern Languages in the Curriculum" by Eric Hawkins, (6) "Attitudes Toward Foreign Learning in 'Early Adolescence'" by Clare Burstall, (7) "Patterns in the Discourse of Pupils and Teachers" by Ian J. Forsyth, and (8) "The Space Between" by James Wight. The ninth paper draws attention to some problems arising from discussions at the conference. An appendix listing participants is included. (Author/LG)

**ED 096 846 FL 006 515**

De Greve, M., Ed. And Others  
**Modern Language Teaching to Adults: Language for Special Purposes.**

Pub Date 73

Note—276p.; Papers presented at the AIMAV Seminar with the collaboration of ASLA (2nd, Stockholm, Sweden, April 1972)

Available from—AIMAV, Boulevard de l'Empereur, 4-B 1000 Bruxelles, Belgium (450 Belgian francs, prepaid)

**Document Not Available from EDRS.**

**Descriptors**—\*Adult Education, Applied Linguistics, Audiovisual Instruction, \*English (Second Language), \*English for Special Purposes, Instructional Materials, \*Language Instruction, Language Programs, Language Research, Modern Language Curriculum, Second Language Learning, Sociolinguistics, Teaching Methods  
**Identifiers**—\*Stockholm

The papers in this collection were presented at the second seminar of the International Association for the Research and Dissemination of Audio-Visual and Structural-global Methods (AIMAV). The purpose of the seminar was to discuss the following in relation to teaching modern languages to adults: (1) operational definitions for proficiency levels, (2) criteria for the selection of oral and written language materials, and (3) possibilities for international collaboration on (1) and (2). The 21 papers cover the following areas: (1) linguistic objectives for modern language teaching, (2) problems of adult education in the European community, (3) sociolinguistics and language teaching, (4) the teaching of English as a foreign language, (5) languages for special purposes, (6) language materials criteria, (7) course descriptions and course development, and (8) adult educational needs and teaching methods. Reports from the French, English, and Spanish groups at the seminar are also provided. The majority of the papers are written in English; the others are in French or German. (LG)

ED 096 847 FL 006 516

Blanch, Emma J.

Dramatics in the Foreign-Language Classroom. ERIC Focus Reports on the Teaching of Foreign Languages, No. 23.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—18p.

Available from—MLA Publications Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Class Activities, \*Drama, \*Dramatics, Fles, French, German, Intermediate Grades, Language Enrichment, \*Language Instruction, Language Learning Levels, Reading Material Selection, Resource Materials, Role Playing, Secondary Grades, Second Language Learning, Spanish, Teaching Guides, Teaching Methods, \*Teaching Techniques

The two elements of drama are action and dialogue, and both have a place in the foreign-language learning experience. They may be introduced into the classroom by means of a "drama lab," a learning activity that permits students to act out foreign language materials such as tableaux, poetry, ballads, folklore, and plays. Drama allows the student to express his individuality, and the material, if it is culture-related, brings to life the cultural context of the foreign language. The primary benefit of the drama lab is the creation of a situation in which communication in the target language is mandatory. The two basic rules for conducting a drama lab are: (1) All the students should participate actively. (2) All performances should be given in class, rather than as an extracurricular activity. Classroom drama may be introduced early, beginning with tableaux, perhaps puppet shows or enactments of national legends in elementary school classes. Type and content of the material should vary according to language learning level, maturity, and age. Timing and planning are also important to the effectiveness of drama as a teaching technique. For the high school level, team projects involving research and script writing, as well as performance, are recommended. The bibliography lists additional sources of guidelines and materials. (Author/LG)

ED 096 848 FL 006 517

Allen, Virginia G.

Expanding FLES Horizons: Sample Lessons in French. ERIC Focus Reports on the Teaching of Foreign Languages, No. 30.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—28p.

Available from—MLA Publications Center, 62 Fifth Avenue, New York, New York 10011 (\$0.50)

Document Not Available from EDRS.

Descriptors—\*Curriculum Guides, Curriculum Planning, Elementary Grades, \*Fles, \*French, Instructional Materials, Language Arts, \*Language Instruction, Language Universals, Lin-

guistic Patterns, Linguistics, Listening Comprehension, Literature Appreciation, \*Reading Material Selection, Resource Materials, Second Language Learning, Teaching Techniques

FLES programs are generally viewed from the vertical dimension, as the beginning classes in a continuing language program. This paper treats the horizontal dimension, the interrelationship of the foreign language program with other curricula such as literature, history, and language arts. Three current trends in language arts have implications for FLES teachers: (1) a rising interest in linguistics, (2) a new emphasis on the teaching of listening as a skill, (3) the growth of programs to teach literature in depth at the elementary school level. In applying these trends to FLES, sample lessons in French are provided. First, linguistic premises are taught through the presentation of certain language universals, with examples in English and French illustrating similarities and differences. Second, listening skills are developed through lessons designed to set up phonetic contrasts between French and English and within French, in order to teach sound discrimination. And third, to encourage literary appreciation, a number of French children's stories, books, and classroom activities are suggested. Several poems and techniques for their use in class are also suggested. One short bibliography of sources for children's literature about France and another of books cited in the sample lessons are appended. (LG)

ED 096 849 FL 006 518

James, Charles J. Lange, Dale L.

The Use of Newspapers and Magazines in the Foreign-Language Classroom. ERIC Focus Reports on the Teaching of Foreign Language, No. 31.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—19p.

Available from—MLA Publications Center, 62 Fifth Avenue, New York, New York 10011 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Foreign Language Periodicals, Instructional Materials, Language Instruction, Language Skills, \*Lesson Plans, \*Newspapers, Reading Instruction, \*Reading Materials, Secondary Education, \*Second Language Learning, Teaching Guides, Teaching Techniques

Newspapers and magazines have been used only on a limited basis in the foreign language classroom, because language study has traditionally led to the study of literature. However, this trend is now changing because (1) foreign language curriculum at the secondary school level is expanding to encompass new goals, and (2) the influence from college and university language programs is decreasing. Newspapers and magazines contain three types of materials useful to language study: (1) technical information, consisting of headlines, column headings, tables of contents; (2) short materials, comprising advertisements, want ads, weather reports, and other short items; and (3) long articles, including full feature stories, fiction, comic strips, editorials, and letters, all of which may be used for intensive, extensive, or supplemental reading purposes. In order to successfully utilize these materials in foreign language study, a list of suggested activities is provided, as well as a sample activity on the use of want ads, presented in English, French, German, and Spanish. Journalistic publications may be used as the basis for a language course, or they may be ancillary to the textbook material, serving to motivate interest in the target language culture. A bibliography is included. (Author/LG)

ED 096 850 FL 006 519

Kheang, Lim Hack And Others

Contemporary Cambodian: The Social Institutions.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Defense Language Inst., Washington, D.C.

Pub Date 74

Note—391p.; For related documents, see ED 066 094, ED 074 819, and FL 006 520-521 20402 (\$3.65)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$3.65)

EDRS Price MF-\$0.75 HC-\$18.60 PLUS POSTAGE

Descriptors—Audiolingual Skills, \*Cambodian, Conversational Language Courses, Cultural Context, \*Language Instruction, Language Proficiency, \*Language Skills, Pattern Drills (Language), Reading Instruction, \*Social Structure, \*Textbooks

"Contemporary Cambodian" consists of seven parts: the "Grammatical Sketch," the "Introduction," four intermediate modules, and a Cambodian-English glossary containing all the words in the series. After completing the "Introduction," a student can study the intermediate modules in any order, since each serves as a partial review of the others. This module focuses on social structures. It contains 15 lessons and a Cambodian-English glossary listing all the words contained in both this book and the "Introduction." Each lesson centers on one topic which serves as the subject for reading and conversation practice. Lessons typically consist of two reading passages, a dialogue, 6-15 drills, vocabulary, and exercises called "applications," which reinforce analogy formation and give students a chance to use new words and structures. At least one of the reading passages in each lesson is taken from a Cambodian publication. The dialogues, drills, and application exercises are designed to prepare the student to discuss the kinds of topics suggested at the end of each lesson. Romanized script is provided only for those words for which the pronunciation is not evident from the spelling. (Author/LG)

ED 096 851 FL 006 520

Ehrman, Madeline E. And Others

Contemporary Cambodian: The Land and the Economy.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Defense Language Inst., Washington, D.C.

Pub Date 73

Note—375p.; For related documents, see ED 066 094, ED 074 819, and FL 006 519-521

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 4400-01458, domestic postpaid, \$3.25 GPO Bookstore)

EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE

Descriptors—Audiolingual Skills, \*Cambodian, Conversational Language Courses, Cultural Context, \*Economic Climate, Economic Factors, \*Geography, \*Language Instruction, Language Proficiency, Language Skills, Pattern Drills (Language), Reading Instruction, \*Textbooks

"Contemporary Cambodian" consists of seven parts: the "Grammatical Sketch," the "Introduction," four intermediate modules, and a Cambodian-English glossary containing all the words in the series. After completing the "Introduction," a student can study the intermediate modules in any order, since each serves as a partial review of the others. This module focuses on geographic and economic topics. It contains 15 lessons, questions to accompany the listening comprehension passages (on tape), and a Cambodian-English glossary listing all the words contained both in this book and the "Introduction." Each lesson centers on one topic, which serves as the subject for reading and conversation practice. Lessons typically consist of two or three reading passages, a dialogue, seven or eight drills, vocabulary, and exercises called "applications," which reinforce analogy formation and give students a chance to use new words and structures. At least one of the reading passages in each lesson is taken from a Cambodian publication. The dialogues, drills, and application exercises are designed to prepare the student to discuss the kinds of topics suggested at the end of each lesson. Romanized script is provided only for those words for which the pronunciation is not evident from the spelling. (Author/LG)

ED 096 852 FL 006 521

Ehrman, Madeline E. And Others

Contemporary Cambodian: Political Institutions.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Defense Language Inst., Washington, D.C.

Pub Date 74

Note—386p.; For related documents, see ED 066 094, ED 074 819, and FL 006 519-520

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 4400-01527, \$4.30)

EDRS Price MF-\$0.75 HC-\$18.60 PLUS POSTAGE

Descriptors—Audiolingual Skills, \*Cambodian, Conversational Language Courses, Cultural Context, \*Governmental Structure, \*Language Instruction, Language Proficiency, Language Skills, Military Organizations, Pattern Drills (Language), \*Political Influences, Reading, \*Textbooks

"Contemporary Cambodian" consists of seven parts: the "Grammatical Sketch," the "Introduction," four intermediate modules, and a Cambodian-English glossary containing all the words in the series. After completing the "Introduction," a student can study the intermediate modules in any order, since each serves as a partial review of the others. This module focuses on political and military topics. It contains 16 lessons and a Cambodian-English glossary listing all the words contained both in this book and the "Introduction." Each lesson centers on one topic, which serves as the subject for reading and conversation practice. Lessons typically consist of two or three reading passages, a dialogue, 6-12 drills, vocabulary, and exercises called "applications," which reinforce analogy formation and give students a chance to use new words and structures. At least one of the reading passages in each lesson is taken from a Cambodian publication. The dialogues, drills, and application exercises are designed to prepare the student to discuss the kinds of topics suggested at the end of each lesson. Romanized script is provided only for those words for which the pronunciation is not evident from the spelling. (Author/LG)

ED 096 853 FL 006 522

Omar, Margaret

From Eastern to Western Arabic.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 74

Note—55p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.95)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Arabic, \*Contrastive Linguistics, Dialects, \*Interference (Language Learning), \*Language Instruction, Language Patterns, \*Regional Dialects, Structural Analysis, Synchronic Linguistics, Textbooks

Identifiers—Levantine Arabic, \*Moroccan Arabic

This manual is designed to provide instruction for persons who have learned well the dialect of Eastern Arabic, Levantine, and who desire to use a Western Arabic dialect, Moroccan. Special features of Western Arabic pronunciation, grammar, vocabulary, and social usage are listed. Attention is given to the recognition of correspondences between the two dialects, emphasizing those deceptive correspondences that may lead to interference in the transfer from one dialect to another. To aid the student, the following aspects of the Eastern and Western dialects are contrasted: (1) pronunciation variation in Classical, Levantine, and Moroccan Arabic; (2) word and affix contrasts in the Levantine and Moroccan dialects; (3) differing sentence structure and time concepts in Moroccan Arabic; and, (4) special word groups and auxiliary words occurring in both Eastern and Western dialects. In addition, the Moroccan Arabic expressions for certain social situations requiring standardized phrases are described. An appendix containing verb tables, false cognates, variable words, and a glossary of Western Arabic is provided. (Author/LG)

ED 096 854 FL 006 524

Ullah, Jack Lee And Others

Portuguese [Brazilian] Programmatic Course. Vol. 1.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 74

Note—592p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 4400-01547, \$5.30)

EDRS Price MF-\$1.05 HC-\$28.20 PLUS POSTAGE

Descriptors—Autoinstructional Aids, Grammar, Instructional Materials, \*Language Instruction, Pattern Drills (Language), \*Portuguese, Programmed Materials, \*Programmed Texts, Pronunciation Instruction, \*Standard Spoken Usage, Tape Recordings, \*Textbooks

Identifiers—\*Brazilian Portuguese

This first volume of the Portuguese Programmatic Course of the Foreign Service Institute is designed to introduce the student to spoken Brazilian Portuguese and contains 25 units. A large part of every unit is programmed. The text is designed for use with special prerecorded tapes and is accompanied by an instructor's manual containing the script of all recorded portions. Many of the recorded exercises do not appear in printed form in the student's book. It is recommended that every student have a "check-out" session with an instructor at regular intervals to assure that he is progressing satisfactorily on his own. Unit 1 introduces the Portuguese nasal vowels. Unit 2 presents new sounds and the first dialogue. Beginning with Unit 3, every unit contains a grammar explanation and grammar drills, in addition to the pronunciation and dialogue work. An "application" section appears at the end of Unit 6 and each subsequent unit. This section summarizes material covered in the unit and reviews material from previous units. The last unit consists of a review of the following: (1) nouns, contractions, adjectives; (2) verbs; (3) the verbs "ser," "estar," "ter," and "ir"; (4) asking questions with question words; and (5) short verbal exchanges. A Portuguese-English vocabulary list concludes the volume. (Author/PMP)

ED 096 855 FL 006 525

Yates, Warren G. Sayasithsena, Souksomboun

Reading Lao: A Programmed Introduction.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—491p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 4400-01542, \$5.25)

EDRS Price MF-\$0.90 HC-\$23.40 PLUS POSTAGE

Descriptors—\*Autoinstructional Aids, Independent Study, \*Language Instruction, \*Lao, Programmed Instruction, Programmed Materials, \*Programmed Texts, \*Reading Instruction, Tape Recordings, Textbooks, Written Language

This text, the first of a two-volume course, is designed to accompany a set of tape recordings. Together, these materials comprise a fully self-instructional course in reading basic Lao. As such, the course is constructed with the following tenets in mind: (1) organization of material for presentation in a systematic fashion, (2) presentation of material in small increments, (3) frequent and varied repetition of points of information, (4) elicitation of correct responses, (5) provision for immediate confirmation of responses, and (6) guidance with respect to subject matter. There are approximately 1,600 activity "frames" in the course. Each is numbered and is to be performed in sequence. The materials are intended for students who have had a minimal introduction to spoken Lao whether within an organized program or from experience in a Lao-speaking environment. It is expected that anyone who completes this course would be able to read elementary written materials of all types with good facility, whether in connected text or not, and would be able to read intermediate materials with moderate use of the dictionary. At the beginning of the text, a chart is provided giving detailed instructions for the student. Any other guidance necessary is given on the tapes. (Author/PMP)

ED 096 856 FL 006 528

Katranides, Aristotle

A Review Grammar of Modern Greek. Translation Drills for English Speakers.

Southern Illinois Univ., Carbondale.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-72-1617

Note—177p.

Available from—Southern Illinois University, Stenographic Services, Carbondale, Illinois 62901

Document Not Available from EDRS.

Descriptors—Contrastive Linguistics, Error Patterns, \*Grammar, \*Greek, Interference (Language Learning), Language Instruction, \*Pattern Drills (Language), Second Language Learning, \*Textbooks, \*Translation

Identifiers—NDEA Title VI

Intended for use with English-speaking students, this text is based on the most frequent errors of interference and overgeneralization made by these students learning Modern Greek. The material is presented in the form of translation drills from English into Greek. Each drill begins with a sample sentence given in both languages followed by nine sentences to be translated. Units of drills on the following grammatical categories are included: (1) articles, (2) pronouns, (3) adjectives, (4) verbs, (5) negation, (6) subordination, (7) word order, (8) adverbs, (9) conjunctions, and (10) prepositions. An English-Greek alphabetical vocabulary list completes the text. (PP)

ED 096 857 FL 006 530

Saunders, Helen V., Comp.

Fun and Games with Foreign Languages.

West Virginia State Dept. of Education, Charleston.

Pub Date [74]

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Class Activities, \*Classroom Games, \*Educational Games, French, German, \*Language Instruction, Latin, Russian, Spanish, Teaching Techniques

Eleven West Virginia teachers contributed the games included in this publication. All of the games have been classroom tested for their educational results as well as for their promotion of student interest and are intended for use in a foreign language class. The following games are described in detail: (1) Advanced Verbs, (2) Artists, (3) Baseball, (4) Battle of the Brains, (5) Bingo, (6) Categories, (7) Chains, (8) Climbing Ladders, (9) Concentration, (10) Crazy Poetry, (11) Crossword Puzzles, (12) Football, (13) Glutton, (14) Hangman, (15) I'm Going to London, (16) Initial Letters, (17) Jeopardy, (18) Missing Letters, (19) Scramble, (20) Scrambled Sentences, (21) Siete y medio, (22) Snails, (23) Spanish Grammar Casserole, (24) Spelling Game, (25) This is My Eye, (26) Three on a Match, (27) Tic-Tac-Toe, (28) Twenty Questions, (29) Who Am I? (PMP)

ED 096 858 FL 006 531

Bibliographie Moderner Fremdsprachenunterricht. (A Bibliography of Modern Foreign Language Instruction.) Vol. 5, No. 3.

Informationszentrum fuer Fremdsprachen-

forschung, Marburg (West Germany).

Pub Date 74

Note—132p.; In German

Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (DM 15)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Abstracts, \*Annotated Bibliographies, Audiovisual Aids, English (Second Language), \*German, \*Information Systems, \*Language Instruction, Language Research, Linguistics, \*Modern Languages, Second Language Learning, Teaching Methods

The Informationszentrum fuer Fremdsprachenforschung (IFS) (information center dealing with foreign language research) is part of a West German information dissemination system that is similar to ERIC. This annotated bibliography, published quarterly by the IFS, lists items compiled in conjunction with the ERIC/CLL as well as with a number of institutions in other countries. Most of the 246 items listed in Vol. 5, No. 3 appeared in 1973 or 74 and deal primarily with modern language instruction but also with several other areas of linguistics. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms, (2) abstracts of the items, and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by lists of sources cited, and followed by an alphabetical author/title to entry number reference index. (TL)

ED 096 859 FL 006 545

Quotable Quotes on the Value of Language Study.

New York State Association of Foreign Language Teachers.

Pub Date Sep 74

Note—7p.

Available from—Robert J. Ludwig, 1102 Ardley Road, Schenectady, New York 12308 (\$0.50)

Journal Cit—Language Association Bulletin; v26 n1 p9-15 Sep 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Chief Administrators, Clergymen, Cultural Awareness, Cultural Differences, Culture, \*Language Instruction, Language Skills, \*Opinions, \*Publicize, \*Public Officials, \*Second Language Learning

Quotations about the importance of and need for foreign language teaching and learning by well-known U.S. politicians, college and university presidents, religious leaders, and government officials are presented. Those quoted include: (1) J. M. Leslie; (2) E. Nyquist; (3) J. M. Hester; (4) C. B. Saunders; (5) L. White, Jr.; (6) H. Humphrey; (7) Rabbi G. Ende; (8) J. W. Fulbright; (9) M. Wilson; (10) M. Shapp; (11) R. M. Nixon; (12) L. F. Kimball; (13) R. J. Henle; (14) C. Pilgrim; (15) G. Meany; and (16) G. McGovern. (PMP)

## HE

ED 096 860

HE 000 151

Mushkin, Selma J., Ed.

*Economics of Higher Education.*

Office of Education (DHEW), Washington, D.C.

Report No.—Bull-62-5; OE-50027

Pub Date 62

Note—421p.

EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE

Descriptors—\*Educational Demand, \*Educational Economics, \*Educational Finance, \*Educational Policy, Educational Supply, Financial Policy, \*Higher Education

This volume attempts to bring together important contributions about the economics of higher education for the use of educators and others concerned with the formulation of educational policy. Part I of the volume concerns the demands of students for higher education and of the Nation for high-talent manpower. Part II presents the fundamentals of a theory of investment in people through education. It includes consideration of essential differences and similarities between investment in people and investment in physical capital, an assessment of the educational stock of the labor force, both in terms of original cost and in terms of replacement, and estimates of the volume of resources allocated to education and the return of this investment. Part III deals with the financing of higher education and covers a wide range of sources of funds, public and private. Part IV describes briefly the ongoing research in the economics of higher education and outlines the range of issues that require still further study. (Author)

ED 096 861

HE 005 416

Giardina, Richard C. And Others

*The Dynamics of Baccalaureate Reform: Report of a Conference of Directors of Carnegie-Funded Time Shortened Baccalaureate Programs.* May, 1973.

Bowling Green State Univ., Ohio. Div. of General Studies.

Pub Date 73

Note—59p.

Available from—University Division of General Studies, 26 Shatzel Hall, Bowling Green State University, Bowling Green, Ohio 43402 (\$1.00)

Document Not Available from EDRS.

Descriptors—Accelerated Programs, \*Bachelors Degrees, Conference Reports, Degree Requirements, \*Educational Change, \*Educational Finance, \*Higher Education, \*Program Length, Program Planning, Scheduling

Identifiers—\*Time Shortened Degree Programs  
This report summarizes the key discussions of a Conference of Directors of Carnegie-Funded Time-Shortened Baccalaureate Programs. Discussion centered on five major concerns, the nature of the baccalaureate; time shortening: where, when, and how; financing higher education; evaluation; and the dynamics of change. The report suggests that a number of institutions are

beginning to make significant progress in the development and implementation of programs aimed at testing the viability of time shortening. (MJM)

ED 096 862

HE 005 855

Reilly, Richard R.

*Factors in Graduate School Performance.*

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-74-2

Pub Date Feb 74

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Achievement Rating, Chemistry, English, \*Graduate Students, Graduate Study, \*Higher Education, Psychology, Research Projects, Student Characteristics, \*Student Evaluation, Success Factors

Critical incidents were used to collect faculty ratings of graduate student performance in the departments of chemistry, English, and psychology. Separate factor analyses in each of three fields produced eight factors that were fairly consistent with respect to item loadings across fields. Factors were labeled independence and initiative, conscientiousness, critical facility, enthusiasm, research and experimentation, communication, teaching skills, and persistence. In addition to ratings of students, faculty were asked to rate each incident with respect to its importance or relevance for success. Importance ratings were most similar for psychology and chemistry and least similar for chemistry and English. The implications for future studies of graduate student performance are discussed. (Author)

ED 096 863

HE 005 867

*A Comprehensive Long-Range Development Study of the Participating Colleges of the Mississippi Association of Developing Colleges.*

Mississippi Association of Developing Colleges, Inc., West Point.

Pub Date [74]

Note—163p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Colleges, \*Educational Needs, Educational Programs, Expenditures, Facility Planning, \*Higher Education, Personnel Needs, Planning, \*Regional Planning, Salaries, \*Statistical Data, Tuition

Identifiers—\*Mississippi  
This report reviews the programs and projects of the Mississippi Association of Developing Colleges (MADC) during the preceding year. The purpose of this study was to determine the needs of the colleges of MADC and whether or not their needs were in compliance with their objectives. The total programs of the seven member colleges were investigated in an effort to answer the following questions: (1) How many and what kind of students do the member colleges serve? (2) How many faculty members, staff, and administrators will be needed to serve the students? (3) What buildings and sites are needed? (4) What level of tuition will be required to support the educational programs projected? (5) Will faculty salaries need to be increased? (6) What will be the total expenditures for all purposes for these colleges during this period? The colleges studied include: Mary Holmes College, Mississippi Industrial College, Natchez College, Prentice Institute, Rust College, Saints Junior College, and Toulaloo College. (Author/PG)

ED 096 864

HE 005 869

Kinsel, John B. Latham, Jefferson M.

*University Without Walls: Student Profile.*

Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.

Pub Date 5 Jun 74

Note—19p.; Best available copy

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*College Students, \*Experimental Schools, \*Higher Education, \*Open Education, Questionnaires, Research Projects, Student Attitudes, \*Student Characteristics

Identifiers—\*Hofstra University Without Walls

The preceding report provides a limited view of 60 percent of the initial group of students in the Hofstra University Without Walls (UWW) program. Results from the two tests and the Background Questionnaire suggest that these students, in spite of their average age, are not sig-

nificantly different from the average New College entering freshman in political/social background and intellectual characteristics. They do differ in terms of their life experiences, employment background, apparent social maturity, and reading skills. These conclusions must be viewed extremely cautiously because of the limited sample of UWW students and lack of statistical verification, i.e., the similarities and differences noted are primarily judgmental based upon a review of the above results by the investigators. (Author)

ED 096 865

HE 005 886

Hagerty, W. W. And Others

*Research And Education in Management of Large-Scale Technical Programs. Final Report.*

Drexel Univ., Philadelphia, Pa. Center for the Study of Environment.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date 2 Jun 73

Note—196p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (Order No. N74-15671; HC-\$7.00, MF \$2.25)

Document Not Available from EDRS.

Descriptors—\*Administrative Problems, \*Higher Education, \*Management, Problem Solving, \*Program Descriptions, \*Research

Identifiers—Drexel University, National Aeronautics and Space Administration

The National Aeronautics and Space Administration, in conjunction with Drexel University, engaged in a research effort directed toward an improved understanding of large-scale systems technology and management. This research program has as its major objectives: (1) the demonstration of the applicability of the NASA organization and management experience to the solution of large-scale public administration problems; (2) the expansion of the university's research competence in this area, as well as strengthening the faculty and curriculum of the university; and (3) the generalization of the knowledge gained in this demonstration project to other similar large-scale problems of concern to the nation. Included in this document is background information on the program with initial results, research organization, academic and research program, and the multidisciplinary team approach. Section 2 contains the action research and methodology; Section 3, the Site Selection, Entry and Project Assignments; Action Research Projects and Client Feedback are included in Section 4, and conclusions are presented in Section 5. Appendixes include information on: the Community Development workshop, the NASA planning process, and the Institute of Urban Management. (Author/PG)

ED 096 866

HE 005 890

*Schedule Building and Student Registration: Universities.*

Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—57p.

Available from—Ohio Board of Regents, 88 E. Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Admission (School), Enrollment, Fees, \*Higher Education, \*Scheduling, \*School Registration, \*School Schedules, Statewide Planning, \*Universities

Identifiers—\*Ohio

This manual is concerned with the process by which courses within curricula are planned and a schedule of courses developed; the procedure by which students then choose or are assigned to courses; and, finally, the means by which confirmation of such assignments through fee payment is accomplished. This process is a fundamental operational aspect of every college and university. Sections in the document cover planning, schedule preparation, space scheduling, and registration systems. Appendixes include class-size policy at Ohio State University and a suggested equation for evaluating the number of courses in a total master curriculum file for a department or college. A glossary is also included. (Author/PG)

ED 096 867 HE 005 891

Stephenson, John B. Sexton, Robert F.  
**Experiential Education and the Revitalization of the Liberal Arts: A Working Paper. Working Draft.**

Pub Date 74

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Innovation, Experimental Programs, \*Field Experience Programs, \*Higher Education, \*Internship Programs, \*Learning Experience, Liberal Arts, \*Student Experience

Identifiers—\*Experiential Education

The purpose of this paper is to explore the relationship between two aspects of higher education: the liberal arts and experiential learning. The thesis is that a combination of the traditional liberal arts objectives with the methods of experiential education can result in a strengthening of liberal education at a time when circumstances severely threaten its existence. Experiential learning has a specific relationship to the liberal arts. Abstract curricula are meaningless to many of today's students unless we provide them with some reason, some motivating factor to appreciate and use the abstraction. This motivation can be a field experience. The college learning experience should simultaneously provide the means of generalizing on one experience to come up with a myriad of experiences, and a conceptual framework for those generalizations. The abstraction provides the individual with a reason to explore an experience, and when the idea and experience are thus observed they both have meaning. Having meaning they will be remembered, used again and again, oriented through their interaction with other ideas and experiences that have been generalized, and will enter the total being of the individual. (Author/PG)

ED 096 868 HE 005 894

Mertins, Paul F. Brandt, Norman J.  
**Financial Statistics of Institutions of Higher Education. Current Funds Revenues and Expenditures 1971-72.**

National Center for Educational Statistics (D-HEW/OE), Washington, D.C. Higher Education Surveys Branch.

Pub Date 74

Note—172p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Educational Finance, Expenditure Per Student, \*Expenditures, \*Financial Support, \*Higher Education, \*Income, Private Colleges, State Colleges, State Universities, Statistical Data, Tuition

This publication provides state and national totals of current funds revenues and expenditures acquired from institutions of higher education in the questionnaire, "Financial Statistics of Institutions of Higher Education," distributed in 1972 as a component of the seventh annual Higher Education General Information Survey (HEGIS). Highlights indicate: (1) Current funds revenues for institutions of higher education totaled \$26.4 billion for fiscal year 1971-72. (2) Publicly controlled institutions continued to report an increasing share of total revenues. (3) Privately controlled institutions reported nearly \$9.2 billion in current funds revenues in 1971-72. (4) Governmental appropriations were the source of greatest revenues. (5) Student tuition and fees ranked second as a source of revenues to institutions of higher education. (6) Current funds expenditures by all institutions of higher education rose at a faster pace than did total enrollments. (7) The largest expenditure of current funds was for instruction and departmental research. (8) Average expenditures per student for all institutions of higher education went up \$131. (9) Expenditures-per-student averages in 1971-72 ranged from a high of \$6,317 for private universities to a low of \$1,044 for public 2-year colleges. (MJM)

ED 096 869 HE 005 895

**Summary of the Report of the Commission on Education for Health Administration.**

Kellogg Foundation, Battle Creek, Mich.; Michigan Univ., Ann Arbor. School of Public Health.

Pub Date 74

Note—25p.; A publication of the Health Administration Press, School of Public Health, University of Michigan

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Accreditation (Institutions), \*Continuous Learning, \*Educational Needs, Educational Quality, \*Health Education, \*Higher Education, \*Program Administration, Recruitment

Identifiers—\*Commission on Education for Health Administration

This document summarizes the final report of the Commission on Education for Health Administration with emphasis on the recommendations and observations on health administration education for the next decade. Recommendations cover unmet educational needs, developing lifelong learning opportunities, improving educational content, enhancing educational quality, extending student recruitment and quality, influencing educational outcomes through accreditation and credentialing, utilizing interdependency in educational strategies, strengthening policy, and building information resources. (MJM)

ED 096 870 HE 005 896

**Proceedings of the Annual Meeting 1973. Middle States Association of Collegiate Registrars and Officers of Admission.**

Middle States Association of Collegiate Registrars and Officers of Admission.

Pub Date 73

Note—204p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—\*Admission (School), \*Admission Criteria, \*College Students, Conference Reports, Educational Finance, Financial Problems, \*Financial Support, Guidance, \*Higher Education, School Community Relationship, Student Rights

Proceedings of the Annual Meeting of the Middle States Association of Collegiate Registrars and Officers of Admission for 1973 are presented. Proceedings cover: confidentiality of records in admissions and registrars' offices, public relations and admissions partnership, innovative ideas and techniques for registrars, institutional research, professional school admission, financial aid for graduate and professional school students, innovative ideas and techniques in admissions, the financial aid officers in relation to the admissions and registrars offices, guidance of 2-year college students, open admissions implications, career information, foreign student admissions, equal opportunity, financial aid officer in relation to the community, counseling the rejected professional school applicant, admission and financial aid for veterans, and recruiting foreign students. Various other topics were discussed. (MJM)

ED 096 871 HE 005 897

**Companion to the University of Calgary Response to the "Report of the Commission on Educational Planning," October, 1972. OIR Report No. 84.**

Calgary Univ. (Alberta). Office of Institutional Research.

Pub Date Oct 72

Note—69p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Decision Making, \*Educational Administration, Educational Facilities, \*Higher Education, Information Systems, \*Institutional Research, \*Program Costs, Space Utilization, Statistical Data

Identifiers—Canada, \*University of Calgary

This report investigates five areas of university management and institutional research at the University of Calgary. These areas include: parameters for decisionmaking, academic program costs, space and facilities, information systems, and modeling. Statistical data are presented to substantiate the observations. (MJM)

ED 096 872 HE 005 898

**The University of Calgary Cost Study 1972/73. OIR Report No. 103.**

Calgary Univ. (Alberta). Office of Institutional Research.

Pub Date Jul 74

Note—67p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Educational Finance, \*Expenditure Per Student, \*Higher Education, Institutional Research, \*Instructional Programs, \*Program Costs

Identifiers—Canada, \*University of Calgary

This report, the University of Calgary cost study, determines whether the enrollment weights used presently in the distribution formula fairly reflect the costs of the various student programs. The study was composed of three separate components: university activity analysis, activity cost synthesis, and cost per student synthesis. The results of the study are relative costs of student academic program categories. These costs are presented with comparisons for 1969-70, 1970-71, and 1971-72. The dollar cost per full-time student for each of these categories and the number of students in each of these categories are also included. (MJM)

ED 096 873 HE 005 899

**Ontario Universities' Application Centre (sic). The First Three Years 1971-74. Report No. 74-16.**

Council of Ontario Universities, Toronto.

Pub Date Sep 74

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Administrative Agencies, Agency Role, Decision Making, \*Educational Policy, \*Higher Education, \*Historical Reviews, \*Program Descriptions

Identifiers—\*Ontario Universities Application Centre

This document presents reports covering the first 3 years of the Ontario Universities' Application Centre (OUAC). The first is an account by the board chairman of the activities of OUAC Board of Management. The second, by the director of the Application Centre, recounts the development of the centre and of the undergraduate applications system. (MJM)

ED 096 874 HE 005 901

Stecklein, John E.

**How to Measure Faculty Work Load.**

American Council on Education, Washington, D.C.

Pub Date 61

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*College Faculty, \*Higher Education, \*Measurement, \*Measurement Techniques, \*Teaching Load, Working Hours

This document investigates the measurement of faculty workload. Emphasis is placed on the uses and values of faculty workload studies, various methods of measuring faculty workload, including measures based on course inventories and faculty reports, recommended procedures for making a comprehensive faculty load analysis, and uses of faculty load data. Recommended procedures for making a comprehensive faculty load analysis include the formation of a faculty advisory committee; determination of guiding policies; development of report forms; content of faculty activities report; distribution and collection of forms; and tabulation, analysis, and reporting of results. (MJM)

ED 096 875 HE 005 902

**Higher Education Data Book 1973-74.**

Maryland Council for Higher Education, Annapolis.

Pub Date [74]

Note—140p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Administrative Personnel, College Bound Students, \*College Faculty, College Students, Costs, \*Degrees (Titles), Educational Finance, \*Enrollment, Expenditures, \*Higher Education, Libraries, \*Statistical Data, Teacher Salaries

Identifiers—\*Maryland

This document presents statistical data concerning Maryland higher education. Emphasis is placed on enrollment data by major field of study and by geographic origin of students; numbers of degrees by major field of study; number of employees in higher education institutions; average salary of faculty members in Maryland institutions; salaries of selected administrative personnel; education and general fund revenue and expenditures by nine functions in Maryland institutions; instructional costs per full-time equivalent students; library collections; number of high

school graduates planning to attend college by student's father's education, race of student, student's grade average, and sex; and number of students surveyed in post-high school plans of seniors in Maryland public institutions. (MJM)

**ED 096 876** HE 005 903  
**Programs in Maryland Public and Private Colleges and Universities.**

Maryland Council for Higher Education, Annapolis.  
 Pub Date 73

Note—139p.; Some pages may reproduce poorly due to quality of original copy

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Courses, \*Degrees (Titles), \*Educational Programs, \*Higher Education, \*Instructional Programs, Private Colleges, Program Descriptions, State Colleges, State Universities

Identifiers—\*Maryland

This document lists all degree programs available in Maryland's public and private colleges and universities. Degree programs are listed by HEGIS category while the name of the institution offering the program, the institutional program description, and the awards or degrees offered are included. An inventory of degree programs is also compiled by institution. (MJM)

**ED 096 877** HE 005 904

**Planning: Universities.**

Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—96p.

Available from—Ohio Board of Regents, 88 E. Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Administrative Policy, \*Educational Administration, \*Higher Education, \*Planning, \*Statewide Planning, \*Universities

Identifiers—\*Ohio

Higher education in general and the Ohio state system of higher education in particular is facing ever increasing demands for services, inflated costs of resources, leveling off of enrollments and income, and increasing competition from other services for public support. As a result of this need and the desire to improve planning for its own sake, universities in Ohio are intensifying their planning processes and attempting to improve internal management. This planning manual was developed and written primarily by representatives of those schools. This manual should enable an institution that is in the early stages of planning to improve its planning process rapidly, and those in advanced stages to make refinements as needed. Although this manual was written for universities in Ohio, its principles should be of equal importance and application to other public and private colleges and universities throughout the U.S. This document includes sections covering an introduction to planning, planning as a cyclical and continuous process, organization of the planning function, prerequisites for successful planning, and products of the planning process. Appendixes include guidelines for developing goals, the University of Georgia program structure, the Ohio state university program structure, and the WICHE program structure. (Author/PG)

**ED 096 878** 95 HE 005 905

**AAAS: Automated Affirmative Action System.**

General Description, Phase I.  
 Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.

Pub Date 30 Jun 74

Note—128p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Automation, \*Computer Programs, \*Equal Education, \*Equal Opportunities (Jobs), \*Higher Education, Information Systems, Promotion (Occupational), Salaries  
 Identifiers—Automated Affirmative Action System, Higher Education Act 1965 Title III, \*Tuskegee Institute

This document describes phase I of the Automated Affirmative Action System (AAAS) of the Tuskegee Institute, which was designed to organize an inventory of any patterns of job classification and assignment identifiable by sex or minority group; any job classification or organizational unit where women and minorities are not employed or are underutilized; and any patterns of difference in rate of pay, status, type of appointment, termination, or rates of advancement within job classifications or organizational units that are identifiable by sex or minority group. A rationale and narrative of the system rudiments are provided in the system description segment of this report. The program description section yields flow diagrams and computer program listings that generate the reports to institutional management. Subsequent section of this report yield sample output reports, punched card and magnetic tape file layouts, and the operating instructions for the system. (MJM)

**ED 096 879** 95 HE 005 906

**Blake, Elias, Jr. And Others**

**Degrees Granted and Enrollment Trends in Historically Black Colleges: An Eight-Year Study.**

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.

Pub Date Oct 74

Note—68p.

Journal Cit—ISE Research Report; v1 n1 Oct 74

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Degrees (Titles), \*Enrollment Trends, \*Higher Education, \*Institutional Research, \*Negro Colleges, Private Colleges, Research Projects, State Colleges, State Universities, Statistical Data

Identifiers—\*Higher Education Act 1965 Title III  
 This study looks at two indexes of growth and development of black colleges: trends in student enrollment and trends in the awarding of degrees. This 8-year study covers the period 1966-1973. There are 98 of the 107 historically black schools including 86 4-year schools, 50 private schools, and 36 public. Results indicated that baccalaureate degrees granted increased from 15,728 in 1966 to 25,094 in 1973. In 1973, 31,280 baccalaureate, graduate, and professional degrees were awarded. Over the 8 years 165,435 BA's were awarded. Graduate and professional degrees increased from 2,158 to 6,186; 90 percent of these were master's degrees, with about two-thirds in education. Enrollment increased from 139,444 in 1966 to 183,419 in 1973. There has been a consistent pattern of growth over the 8-year period. Enrollment in black colleges increased 31.5 percent from 1966 to 1973 as compared to 33.3 percent in all 4-year colleges. (MJM)

**ED 096 880** HE 005 907

**Chambers, M. M.**

**Appropriations of State Tax Funds for Operating Expenses of Higher Education 1974-75.**

National Association of State Universities and Land-Grant Colleges, Washington, D.C. Office of Research and Information.

Pub Date 14 Oct 74

Note—31p.

Available from—National Association of State Universities and Land-Grant Colleges, Office of Research and Information, One Dupont Circle, Suite 710, Washington, D.C. 20036 (Free)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Educational Finance, \*Financial Support, \*Higher Education, \*Operating Expenses, \*State Aid, Statistical Data, Tax Allocation, Taxes, \*Tax Support

This document presents statistical data by state for 1974-74 appropriations of state tax funds for operating expenses of higher education. Two points stand out in summarizing the encouraging aspects of the state appropriations picture as shown in this document: (1) Many institutions show increases that are far greater than the necessary standstill increase of 20 percent over the 2-year period from 1972-73 to 1974-75. (2) Increases in state appropriations were a large factor in helping state and land-grant universities keep tuition close to the 1973-74 level. (MJM)

**ED 096 881**

HE 005 908

**Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. February 1974 and Addendum, May 1974.**

Maryland

Pub Date May 74

Note—416p.

**EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE**

Descriptors—Community Colleges, \*Higher Education, \*Integration Methods, Planning, Post Secondary Education, Race Relations, \*Racial Discrimination, \*Racial Integration, State Colleges, State Universities, \*Statewide Planning  
 Identifiers—\*Maryland

This new plan is the result of an examination of previous efforts by the State of Maryland to achieve a more representative racial balance in Maryland's public institutions of higher education. It is intended to: (1) eliminate vestiges of former racial dualism in Maryland's public higher education institutions; (2) increase minority and other-race presence on campuses, with particular emphasis on enhancing and not diminishing opportunities for blacks as students, teachers, workers, and decisionmakers throughout the system; and (3) assure an expanded role for blacks and other minorities in positions of educational leadership such as trustees, presidents, deans, department heads, and faculty members. The plan itself covers the following topics at the statewide segment and institutional levels: student composition, employment composition, financial aid, administrative coordination, program cooperation, programmatic goals, projections of racial composition, timetables, and monitoring mechanisms. Appendixes include segment-wide and institutional data, a report on student financial aid, additional institutional data, and comparative data on predominantly black and white institutions. (Author/PG)

**ED 096 882**

HE 005 909

**Scott, Robert A.**

**Independent Study in the Undergraduate College.**

Pub Date 3 Dec 73

Note—18p.; Paper presented at the Cornell University—New York Hospital School of Nursing Faculty Forum on Independent Study, December 3, 1973

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Colleges, Credits, \*Higher Education, \*Independent Study, \*Individual Study, \*Learning Experience, \*Undergraduate Study  
 Independent study involves those activities that help students develop the capacity for self-paced, lifelong learning. Independent study may be pursued concurrently with regular courses or as an intensive experience by itself. A major question faced by all who consider offering independent study concerns the students. Few institutions offer independent study without screening students on the basis of college grades. The transfer of independent study credit is often more difficult than is the transfer of traditional credit because most institutions hesitate to recognize independent study that occurs outside their own scrutiny. Ideally, the independent study project should be a student's idea that has been refined and formulated by the student and the faculty advisor. Evaluation should involve a review of the study's objectives, which may be fulfilled by writing papers, making objects, or presenting live performances. The costs of independent study to students should depend on the university resources required by the program. Since most professional jobs require problem-solving and independent thought, both enhanced by independent study, universities have an obligation to organize independent study opportunities for their students. (Author/PG)

**ED 096 883**

HE 005 910

**Knowles, Marjorie Fine, Ed.**

**Cases and Materials on Women and the Law for GS 200: Introduction to Women's Studies.**

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.

Pub Date 73

Note—94p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Court Cases, \*Curriculum Guides, Employment, \*Females, \*Higher Education, \*Undergraduate Study, Womens Studies

Cases and materials used in an undergraduate course, "Women and the Law," are divided to cover women and the Constitution of the U.S. (including the Equal Rights Amendment), the Supreme Court Abortion Decision, and the contemporary legal status of women including employment, education, and criminal law. Fifteen cases highlight the issues concerning women and the law. (MJM)

**ED 096 884** HE 005 911  
Postsecondary Education in Transition. The Regents 1974 Progress Report on EDUCATION BEYOND HIGH SCHOOL. The Regents State-wide Plan for the Development of Postsecondary Education, 1972. Draft.

New York State Education Dept., Albany.

Pub Date Nov 74

Note—254p.

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

Descriptors—College Faculty, \*Educational Needs, Educational Objectives, Educational Opportunities, \*Enrollment Trends, \*Higher Education, \*Post Secondary Education, \*State Action

Identifiers—\*New York

This progress report examines past growth trends and identifies areas in which the New York State postsecondary system has made strides in adjusting to recent changes in the educational needs of students. Section 1, postsecondary education in New York State, examines the growth of the system; the changing times; and statewide progress in the area of student access, academic programs, and faculty. Section 2, adjustment to shifting enrollment levels, discusses the need for enrollment goals, full-time undergraduate enrollment projections, regents goals and amendments to the 1972 statewide plan, and the state financial policy. Section 3 investigates progress made by the postsecondary system toward the regents 1972 statewide plan goals. Emphasis is placed on equalization of educational opportunity, a comprehensive system of postsecondary education, excellence in the pursuit of knowledge, meeting the educational needs of society, and the responsiveness of the system to community needs. Section 4 a summary of regents recommendations and regents position on institutional recommendations, presents new recommendations; continued recommendations from 1971, 1968, and 1964; and action on institutional recommendations. Statistical data is provided. (MJM)

**ED 096 885** HE 005 912  
Schietinger, E. F. McArver, Patricia P.  
Fact Book on Higher Education in the South, 1973 and 1974.

Southern Regional Council, Atlanta, Ga.

Pub Date 74

Note—77p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—College Faculty, College Students, \*Degrees (Titles), Educational Economics, \*Educational Finance, \*Enrollment, Graduate Study, \*Higher Education, Statistical Data

This document provides a series of tables and a set of profiles concerning higher education in the south, 1973-74. Tables cover population, institutions of higher learning, enrollment and degrees, student finances, institutional finances, faculty, and graduate education. The profiles are designed to highlight some of the more significant characteristics of the economy, educational structure, and public higher educational pattern of the Southern Regional Education Board (SREB) states. (MJM)

**ED 096 886** HE 005 913  
Millett, June E. Smith, Lawrence H.

Video Tape Application to Higher Education: Pre-Employment Screening. Final Report.

California Univ., Los Angeles. Educational Careers Center.

Pub Date 11 May 73

Note—27p.; Document may reproduce poorly due to condition of original copy

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Employee Attitudes, Employer Employee Relationship, \*Employment Interviews, \*Faculty, \*Higher Education, Personnel Policy, \*Video Tape Recordings

Significant needs and additional pressures have been imposed on those persons involved in faculty selection activities on college campuses today. The combination of greater numbers of highly qualified candidates and restricted interview budgets suggests the need for more efficient and less costly methods of employment screening. In addition, further exacerbation of an already difficult situation is developing from the attempts of institutions of higher education to comply with the Affirmative Action Guidelines set forth by the federal government. The videotape technique presented in this document was assessed by the participants in this study to be an extremely valuable tool in the faculty screening preemployment process. In addition, the videotape provided the feedback information necessary to counsel the interviewee with respect to his relative interview strengths and weaknesses. Most importantly, this information is based on the comparison of the interviewee's self-perception to the recorded perceptions of this subject by the other raters. This procedure affords the interviewee the opportunity to see himself as others do. Furthermore, the prospective faculty member may gain valuable information from this counseling model pertaining to the clarity and congruence of the message he projects to others, and the degree of receptivity he may expect to enjoy at 2-year vs 4-year institutions in various geographic locations. (Author/PG)

**ED 096 887** HE 005 914  
Yeager, John L. Morrow, Patricia

Academic Planning in Higher Education. Management Forum. Vol. 3, No. 7, September 1974.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Sep 74

Note—4p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Administrative Problems, \*Curriculum Planning, \*Educational Administration, \*Educational Planning, \*Higher Education, \*Planning

The great area of current neglect in most college and university long-range planning activities is that of academic planning. Academic planning is the primary task of any comprehensive long-range planning in a college or university. Only when academic plans and support plans become an institutional plan can the process of implementation and the careful allocation of available resources begin. Once the academic planning process has been completed or well advanced, the academic and institutional support programs can be prepared. It is essential to emphasize that academic planning is the principal determinant of a comprehensive institutional plan. Finally, it must be understood that planning is a continuous process of assisting managers throughout the academic community in their decisionmaking. A formal plan is a useful framework for guiding decisionmaking, but the plan itself is ever subject to modification as new circumstances arise and as new decisions must be made. From time to time these changes warrant comprehensive formulation of a new plan for further modification with the events of time. (Author/PG)

**ED 096 888** HE 005 915  
Program Budgeting: Universities.

Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—94p.

Available from—Ohio Board of Regents, 88 E. Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Budgeting, Educational Finance, \*Higher Education, Management, Manuals, \*Program Budgeting, \*Program Planning, \*Statewide Planning, \*Universities

Identifiers—\*Ohio

This manual recognizes there is a wide spectrum of budgeting practices in today's colleges and universities. In particular, universities in Ohio are at different stages in their utilization of program budgeting principles and also have different needs. Thus, this program budgeting manual was written to meet the specific needs of universities in Ohio. But the basic principles in this manual should be of value to other public and private colleges and universities throughout the United

States. Of special significance in this manual is the belief that an effective budgeting process requires the development of both an organizational budget and a program budget. Organizational and program budgets respectively fulfill particular needs of management and are thus vital for the effective management of resources. Following the introductory section topics covered include: steps in developing a program budgeting system and implementing a program budget. Appendixes include an example of an organizational line item budget and a program budget; WICHE program structure; budget and preparation models; program budget profiles, sample budget cycle, and timetables. A bibliography, glossary, and exhibits are included. (Author/PG)

**ED 096 889** HE 005 916  
Anderson, G. Lester

Trends in Education for the Professions. ERIC/Higher Education Research Report No. 7.

George Washington Univ., Washington, D. C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D. C.; National Inst. of Education (DHEW), Washington, D. C.

Pub Date 74

Note—58p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D. C. 20036 (\$3.00)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Educational Objectives, \*Higher Education, \*Professional Continuing Education, \*Professional Education, \*Professional Occupations, Professional Training

This paper examines common concerns and practices among professional schools and identifies contemporary trends and future directions for professional education. A review of similar studies is undertaken and a summary of the varieties of definitions of "profession" is given. Among the topics considered are professional goals and objectives; the process of recruitment, curricular change, and continuing education; and the relationships of professional schools to their respective universities, practicing professionals, and society as a whole. The author believes the number of professionals in the work force will continue to grow and the professional work force will undergo significant changes in composition as new professions and paraprofessions emerge. He foresees new professional schools being built that will require new faculties and predicts that new professional service modes and delivery systems will emerge to modify the characteristics of professional education. An extensive bibliography is included. (Author/PG)

**ED 096 890** HE 005 917  
Puri, O. P.

Cooperative General Science Program. Progress Report 1966-74.

Clark Coll., Atlanta, Ga.

Pub Date 30 Jun 74

Note—62p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Curriculum Development, Experimental Programs, \*General Science, \*Higher Education, \*Interinstitutional Cooperation, \*Program Descriptions, Program Evaluation, \*Science Programs, Undergraduate Study

Identifiers—\*Atlanta University Center

This is a final report on an experimental program in curriculum development. Four undergraduate colleges in the Atlanta University Center (Clark, Morehouse, Morris Brown, and Spelman) have cooperated to develop a 1-year course in general science for use in liberal arts colleges. This program has proven successful in developing and presenting materials of science to undergraduate liberal arts majors. Briefly speaking, the approach was conceptual and developmental in character. It was the aim of the course to teach students to understand the many facets of science; such as, the origin of science, the uniqueness of the scientific inquiry, the development of scientific ideas, what was actually taught by the leaders and innovators of science, what developments have taken place, something of the content of technology, how problems are solved, the strengths and weaknesses of scientific thought, philosophical considerations of science, historical impacts, and the hierarchy and relative

value in science of concepts, such as verification, experiment, theory, hypothesis, probability, certainty, and validity. This document contains a report on the aims of the program, the progress in classroom teaching, a student evaluation questionnaire, faculty evaluation, student contracts, and a list of visiting lectures and consultants. (Author/PG)

**ED 096 891** HE 005 918

*Trends and Career Changes in the Health Fields:*

A Comparison with Other Disciplines. Executive Summary.

American Council on Education, Washington, D.C. Policy Analysis Service.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date Aug 74

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Career Choice, Freshmen, Health, \*Health Occupations, \*Health Occupations Education, \*Health Personnel, \*Higher Education, \*Medical Education, Physicians, Surveys. Will there be sufficient numbers of trained people to take care of the nation's health needs? As a partial response to this question, the American Council on Education (ACE) recently completed a study on the entering freshman classes at a national sample of higher education institutions. This summary presents some of the highlights of the study. The first section describes what has been happening in the health fields: their growing popularity as a group, relative to other study fields; gains and losses in specific health fields and their relation to trends in the demography of college students; and the impact of changing enrollment patterns on shifts in particular health fields. In the second section, health aspirants are compared with nonhealth aspirants, and trends in the characteristics of health aspirants over a 6-year period are identified. The third section focuses on health majors, with particular reference to patterns associated with stability in, recruitment to, and defection from a major in the health fields; in addition, some of the factors related to stability of choice are isolated and evaluated. The final sections take a close look at aspirants to specific health careers, particularly at those who planned to become physicians. (Author/PG)

**ED 096 892** HE 005 919

*Trivett, David A.*

Marketing Higher Education to New Students.

ERIC Higher Education Research Centers.

George Washington Univ., Washington, D.C.

ERIC Clearinghouse on Higher Education.

Pub Date Nov 74

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D. C. 20036 (\$4.00)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Adult Students, Educational Change, Educational Demand, \*Educational Innovation, Educational Supply, Enrollment Trends, \*Higher Education, Marketing, \*Student Needs, \*Students

Identifiers—\*New Market Students

The enrollment growth in higher education is slowing down. While the decline can be viewed as part of a long-term growth cycle, institutions still need to find students. Institutions may find students by expanding their educational mission, by ascertaining the instructional needs of a variety of students, and by offering the appropriate services in a convenient manner. Some colleges and universities are willing to consider "new market" students, described as housewives, blue collar workers, elderly or retired persons, and college or high school dropouts. The great majority of new market students are over 25 and as such require a variety of learning options. Several institutions have perceived the different needs of the new potential clientele, and examples are provided of programs where the requirements of new market students have been identified and met with offerings from alert schools. Discussed in this pamphlet concerning new market students are sections covering: enrollment and the marketplace; marketing as a responsive strategy; adults as new market stu-

dents; and institutional examples of new market students' programs. (Author/PG)

**ED 096 893** HE 005 920

*Administrative Compensation Survey, 1973-74.*

CUPA Research Report.

California Univ., Berkeley, Management Analysis Group; College and Univ. Personnel Association, Washington, D.C.

Pub Date Mar 74

Note—139.

Available from—College and University Personnel Association, One Dupont Circle, Suite 650, Washington, D.C. (\$10.00)

**EDRS Price MF-\$0.75 HC-INQUIRE EDRS**

Descriptors—\*Administrative Personnel, \*Fringe Benefits, \*Higher Education, \*Salaries, Surveys, Wages

This study was designed to determine salaries being paid to the incumbents of 46 selected professional administrative positions in higher education, to determine the nature and dollar value of non-cash and total compensation, to investigate the compensation relationships among positions, and to examine the nature of professional administrative staff compensation. Survey forms returned by 975 institutions were followed up by telephone conversations to ensure complete understanding and accuracy of response. Results are categorized according to 1973-1974 cash compensation, trend of cash compensation, frequency of occurrence, dollar value of non-cash compensation elements, total compensation, relative value of total compensation, intrasystemic cash compensation relationships, intrasystemic total compensation relationships, and relative factors in administrative compensation. Appendices include summary position descriptions, instructions for completion of the survey form, and the survey form 1973-74. (MJM)

**ED 096 894** HE 005 921

*Calbert, Roosevelt Epps, Willie J.*

Curriculum Change in Black Colleges VIII. A Report on a Cooperative Academic Planning Curriculum Development Workshop (Bethune-Cookman College, Daytona Beach, Florida, June 5-8, 1974).

Institute for Services to Education, Inc., Washington, D.C.; Technical Assistance Consortium To Improve Coll. Services, Washington, D.C.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.

Pub Date 5 Jun 74

Note—152p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Computer Science, \*Curriculum Development, \*Curriculum Planning, \*Higher Education, \*Negro Colleges, Reading Ability, \*Research and Development Centers, Workshops

Identifiers—CAP, \*Cooperative Academic Planning

This publication includes the proceedings of the June 5-8, 1974 curriculum development workshop of the Cooperative Academic Planning (CAP) program. Emphasis is placed on curriculum change and improvement. Topics discussed include indicators for academic planning; competency-based education; research centers as a mechanism for strengthening academic programs; college reading and the content areas; innovative computer services for colleges; and the problems, prospects, and promises for black colleges offering multicultural education. Abstracts of documents by 20 of the 25 CAP participating colleges and universities are included. (MJM)

**ED 096 895** HE 005 922

*Westine, John G.*

Enrollments in Oregon's Public and Independent Colleges and Universities. Actual and Projected Enrollments 1966 Through 1984. Report No. 10-74.

Educational Coordinating Council, Salem, Oreg.

Report No—ECC-10-74

Pub Date Apr 74

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*College Students, Community Colleges, \*Enrollment, \*Enrollment Projections, \*Enrollment Trends, \*Higher Education, Private Colleges, State Colleges, State Universities, Statistical Data

Identifiers—\*Oregon

This report presents enrollment projections for Oregon's 39 public and private institutions of higher education. An analysis of the summary data indicate: (1) Enrollments in Oregon's colleges and universities are expected to increase by 24,380 full-time equivalent (FTE) students or 24 percent during the next 11 years (1973-74 to 1984-85). (2) In the next 11 years, community colleges will experience a greater numerical and percentage increase in student enrollment than will the public 4-year and the private and independent colleges. The community colleges are expected to increase by 22,526 FTE students or 62 percent; the public 4-year colleges and universities by 952 FTE students or 2 percent; and the private and independent colleges and universities by 902 FTE students or 7 percent. (3) The proportion of Oregon's college enrollments provided for by the public 4-year colleges and universities and the private and independent colleges and universities will continue to decline, although the rate of decline is decreasing as community college enrollment begins to level off. Statistical data is included. (MJM)

**ED 096 896** HE 005 923

*Kohn, Meir G. And Others*

An Empirical Investigation of Factors Which Influence College-Going Behavior. Report No. R-1470-NSF.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—R-1470-NSF

Pub Date Sep 74

Note—51p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*College Choice, Educational Policy, \*Enrollment, \*Enrollment Projections, \*Higher Education, \*Models, Student Costs

Discussion of higher education policy has been hampered in the past by an inability to forecast the effects on student behavior of proposed policies. This report describes efforts to develop a theoretical and empirical model of student behavior that will help to establish a method of forecasting enrollment patterns. In this model, actual college enrollments are the result of decisions made both by college administrators and by prospective students. The administrators determine feasible alternatives for students, who then select the "best" college. If this best alternative is more attractive than the various possibilities other than college, enrollment follows. In this report, the student's decision problem is separated into successive stages. Formally, at each stage of the student's decision problem, he or she maximizes a utility function defined over the relevant alternatives. The results show that a utility-maximizing view of student behavior offers a useful perspective on enrollments. Results also indicated that price—both tuition and room and board charges—had a lower effect on the decisions of students from higher-income families. Also the effect of parental education on college-going behavior declines with increasing family income. After presenting the estimation results, the potential use of the model for forecasting enrollment patterns is illustrated. (Author/PG)

**ED 096 897** HE 005 924

Fourth Annual Report of the Educational Opportunity Fund, 1972-1974.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date 1 Jul 74

Note—56p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Economically Disadvantaged, \*Educational Finance, \*Financial Needs, \*Financial Support, Grants, \*Higher Education, School Services, State Aid, Student Needs, Students

Identifiers—\*Educational Opportunity Fund, EOF

The primary purpose of the Educational Opportunity Fund (E.O.F.) is to enable educationally and economically disadvantaged students to obtain a college education by extending financial aid and academic supportive services that will increase their chances of succeeding in an accredited college curriculum. Once the students are enrolled, the emphasis of the E.O.F. program is to minimize attrition and to maximize graduation. The E.O.F. is now aiding approximately 13,000 low-income, educationally disadvantaged students at 48 public and independent colleges in

New Jersey and other states. The program is supported entirely by state funds, and distributes these funds directly to students (through grants) and to institutions to enable them to maintain supportive services for their students. The E.O.F. is discussed in detail, including purpose and structure, criteria, student needs, student performance, program components, students' career goals, and student composition. Appendixes include tables related to the text and financial-aid guidelines. (Author/PG)

**ED 096 898** HE 005 925

*Mills, Gladys H., Comp.*

**Competition for Public Funds as Aid Increases for Private Higher Education (Clinic 4).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 72

Note—4p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (Los Angeles, California, May, 1972)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Bibliographies, \*Educational Finance, Federal Aid, \*Financial Support, \*Higher Education, Nonpublic School Aid, \*Private Colleges, \*State Aid

This bibliography lists materials pertinent to competition for public funds as aid increases for private higher education. Twenty-nine citations are presented alphabetically by title, ERIC numbers are provided at the end of each citation where appropriate. (MJM)

**ED 096 899** HE 005 926

*Mills, Gladys H., Comp.*

**Who Should Pay for Postsecondary Education? (Clinic 3).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 72

Note—8p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (Los Angeles, California, May, 1972)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Bibliographies, \*Budgeting, Educational Economics, \*Educational Finance, \*Federal Aid, Federal Legislation, \*Higher Education, \*State Aid, Student Costs, Student Loan Programs

This bibliography lists materials pertinent to the question of who should pay for postsecondary education. Forty-eight citations are presented alphabetically by title. ERIC numbers are provided at the end of each citation where appropriate. (MJM)

**ED 096 900** HE 005 927

*Mills, Gladys H., Comp.*

**State and Federal Tensions in Higher Education (Clinic 6).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 72

Note—4p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (Los Angeles, California, May, 1972)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Bibliographies, \*Educational Finance, \*Federal Aid, Federal State Relationship, \*Governance, \*Higher Education, \*State Aid

This bibliography lists materials pertinent to state and federal tensions in higher education. Nineteen citations are presented alphabetically by title. ERIC numbers are provided at the end of the citation where appropriate. (MJM)

**ED 096 901** HE 005 928

*Mills, Gladys H., Comp.*

**Collective Bargaining in Postsecondary Institutions (Clinic 8).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 72

Note—7p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (Los Angeles, California, May, 1972)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Bibliographies, \*Collective Bargaining, \*Collective Negotiation, College Faculty, Educational Administration, \*Higher Education, \*Teacher Welfare, \*Unions

This bibliography lists materials pertinent to collective bargaining in postsecondary institutions. Sixty-seven citations are presented alphabetically by title. ERIC numbers are provided at the end of the citation where appropriate. (MJM)

**ED 096 902** HE 005 929

*Mills, Gladys H., Comp.*

**Accreditation, Licensure, Certification and Public Accountability (Clinic 9).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 72

Note—7p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (Los Angeles, California, May, 1972)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Accreditation (Institutions), \*Bibliographies, \*Certification, \*Educational Accountability, \*Higher Education, State Standards

This bibliography lists materials pertinent to accreditation, licensure, certification, and public accountability. Fifty-seven citations are presented alphabetically by title. The ERIC number is indicated at the end of each citation, where appropriate. (MJM)

**ED 096 903** HE 005 930

*Mills, Gladys H., Comp.*

**Accountability vs. Autonomy in Post-Secondary Education (Clinic 11).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 72

Note—7p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (Los Angeles, California, May, 1972)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Accountability, \*Bibliographies, \*Educational Accountability, Educational Administration, Educational Change, Educational Finance, \*Governance, \*Higher Education, Management

This bibliography lists materials pertinent to accountability and autonomy in postsecondary education. Eighty citations are listed alphabetically by title. ERIC numbers are provided at the end of the citation where appropriate. (MJM)

**ED 096 904** HE 005 931

*Mills, Gladys H., Comp.*

**Changing State Responsibilities for Planning and Coordination in Postsecondary Education (Clinic 1).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 73

Note—8p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Bibliographies, \*Educational Coordination, Educational Finance, Educational Planning, Governance, \*Higher Education, \*Post Secondary Education, \*State Aid, \*State Standards

This bibliography presents citations concerning the changing state responsibilities for planning and coordinating in postsecondary education. Forty-seven citations are presented alphabetically by title. ERIC numbers are provided at the end of citations where appropriate. (MJM)

**ED 096 905** HE 005 932

*Mills, Gladys H., Comp.*

**Changing State Responsibilities for Consumer Protection in Postsecondary Education. 1973 Annual Meeting. Bibliography. (Clinic 2).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 73

Note—3p.; Bibliography prepared for the 1973 annual meeting of the Education Commission of the States

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Bibliographies, Consumer Economics, \*Consumer Science, \*Higher Education, Post Secondary Education, \*State Action, \*State Standards

This bibliography presents materials concerning changing state responsibilities for consumer protection in postsecondary education. Ten citations are listed in alphabetical order. (MJM)

**ED 096 906** HE 005 933

*Mills, Gladys H., Comp.*

**Graduate and Professional Education (Clinic 3).**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date 73

Note—7p.; Bibliography prepared for the Annual Meeting of the Education Commission of the States (1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Bibliographies, \*Graduate Study, \*Higher Education, \*Professional Education

This is a selected bibliography covering one subject under consideration at the annual meeting of the Education Commission of the States. The documents included in this 30-item bibliography on graduate and professional education include books, monographs, bibliographies, and journal articles. (PG)

**ED 096 907** HE 005 934

*Ingram, Mark H. Mullanphy, James M.*

**My Purpose Holds: Reactions and Experiences in Retirement of TIAA-CREF Annuitants.**

Teachers Insurance and Annuity Association, New York, N.Y.

Pub Date 74

Note—173p.

Available from—My Purpose Holds, P. O. Box 3312, Grand Central Station, New York, New York 10017 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—Attitudes, \*College Faculty, Financial Support, \*Higher Education, \*Older Adults, Questionnaires, Religion, \*Retirement, Senior Citizens, \*Teacher Retirement

This book presents the reactions and experiences in retirement of TIAA-CREF (Teachers Insurance and Annuity Association-College Retirement Equities Fund) annuitants. Chapters cover general attitude toward retirement, when to retire, where to live; financial status, problems, and advice; aging and health; activities during retirement; relations with other people; religion and churches; the unhappy side of retirement; special situations and problems; the survey questionnaire; and advice. (MJM)

**ED 096 908** HE 005 935

*Mullanphy, James M.*

**1972-73 Survey of Retired TIAA-CREF Annuitants. Statistical Report.**

Teachers Insurance and Annuity Association, New York, N.Y.

Pub Date 74

Note—116p.

Available from—Teachers Insurance and Annuity Association, 730 Third Avenue, New York, New York 10017 (\$3.50)

**Document Not Available from EDRS.**

Descriptors—Faculty, \*Higher Education, Insurance Programs, \*Questionnaires, \*Retirement, Statistical Data, \*Surveys, \*Teacher Retirement, Teacher Welfare

In the last decade, the number of people receiving Teachers Insurance Annuity Association-College Retirement Equities Fund (TIAA-CREF) retirement income has more than doubled, rising from 16,700 in 1963 to nearly 37,500 in 1972. Under these circumstances questions arise as to what changes, if any, educational institutions and TIAA-CREF might approximately consider in the role they play in making retirement years better for faculty and staff. To establish a more adequate information base for the consideration of annuitants' needs, TIAA-CREF in late 1972 undertook a sample survey of retired TIAA-CREF annuitants. This report covers information from the objective section of the questionnaire (composition, financial aspects, health evaluation and insurance coverage, housing, transportation, activities in retirement, and retirement preparation). The study findings are presented in great detail, including 31 tables. The

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technical notes give details of the sampling procedure, response rate, representativeness of the respondent group, and data analysis. The questionnaire is reproduced in the appendix. (Author/PG)

**ED 096 909** HE 005 936  
Bellotti, Fred K.

**Organizational Patterns in Higher Education Institutions for the Conduct of Field-Centered Research.**

Pub Date Apr 74

Note—17p.; Paper presented in Organizational Patterns for Field Centered-Research and Evaluation Symposium, American Educational Research Association meeting (Chicago, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Colleges, Educational Needs, \*Educational Research, Evaluation Needs, \*Field Experience Programs, \*Higher Education, \*Organizational Development, \*Power Structure, Universities

This report examines variations in organizational patterns and perspectives toward field-centered research and evaluation. While recent trends show greater concern for research, present efforts are mostly university or organizationally based. Limited systematic attention has been given to research and evaluation efforts that share responsibilities. Dimensions that provide a basis for examining varied organizational patterns to encourage and operationalize field-centered research and evaluation are explored. Descriptions are given of organizational structure, needs of constituents, initial efforts to actualize projects, financial support dimensions, and the potential for impact on the areas served. Efforts in urban, regional, state, national, and institutional settings presently operating to actualize field-centered research and evaluation will be highlighted, and emphasis is placed more on new partnership dimensions than on blind adherence to conventional configurations. (MJM)

**ED 096 910** HE 005 937  
Hansen, W. Lee Lampman, Robert J.

**Basic Opportunity Grants for Higher Education: Will the Outcome Differ from the Intent? Institute for Research on Poverty Discussion Papers No. 194-74.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.  
Pub Date Jan 74

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Economically Disadvantaged, \*Educational Finance, \*Financial Support, \*Grants, \*Higher Education, Student Costs, Student Needs, Taxes, \*Tuition Grants

Identifiers—\*Basic Opportunity Grants, BOG  
The Basic Opportunity Grants symbolize one approach to the financing of higher education. In this paper, the formula of the grant is tested against the theory and practice of negative income taxation. A key concept in both Basic Opportunity Grants and in other types of income taxation is that of the family unit whose income must be counted in calculating benefits. This concept is critical to the success or failure of the Basic Opportunity Grant in achieving the aims that have been set for it. The conclusion is that college students cannot be held in dependent status in many cases and that this means that some of the arguments for the Basic Opportunity Grants are questionable. (Author)

**ED 096 911** HE 005 938  
Generating Revenue From College Facilities.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 74

Note—18p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York 10022

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Colleges, \*Educational Complexes, \*Educational Facilities, \*Educational Finance, \*Higher Education, \*Income, Money Management, School Funds, Universities

This document identifies various means of developing productive uses for under-used educa-

tional facilities. Examples and ideas of generating additional revenue cover the renting of classrooms, auditoriums, theaters, dormitories, and student unions. Programs aimed at a new constituency are reviewed in addition to extensive summer camp programs for high school groups, conferences, vacation package plans, refurbishing for refinancing, property for profit, and redevelopment of university property to generate extra revenue. (MJM)

**ED 096 912**

HE 005 939

Bressler, Marvin. And Others

**The Report of The Commission on the Future of the College.** (Princeton University).

Princeton Univ., N.J.

Pub Date Apr 73

Note—424p.

Available from—Princeton University Press, Princeton, New Jersey 08540

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Coeducation, Curriculum Evaluation, \*Educational Planning, Faculty, \*Higher Education, \*Institutional Role, Student Evaluation, \*Undergraduate Study

This document presents the product of more than 2 years of study by the Commission on the Future of the College of Princeton University. It attempts to convey something of the Commission's respect for the strengths of the undergraduate programs and to offer realistic suggestions about how it might be made even stronger. Following the letter of transmittal, acknowledgments and a listing of members of the Commission, this document proceeds to define the background and purposes of the Commission. The student on campus comprises the second section: composition, undergraduate life, and provisions for advising and counseling. The size of the college, coeducation and the composition of the student body are discussed in section three. Succeeding sections explain the structure of academic time; curriculum and pedagogy; and evaluation of students and faculty performance. Appendices are composed of projected enrollment data, analysis of costs and income of 400 additional students; and the survey instruments. Statistical tables accompany the text. (Author/PG)

**ED 096 913**

HE 005 941

Bowen, Howard R. Bailey, Stephen K.

**The Effective Use of Resources: Financial and Human.**

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Oct 74

Note—33p.; Speeches presented at the Association of Governing Boards of Universities and Colleges National Conference on Trusteeship (New Orleans, Louisiana, April 30, 1974)

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 720, Washington, D.C. 20036 (\$1.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Conference Reports, Demography, \*Educational Finance, \*Educational Resources, Faculty, \*Higher Education, Manpower Utilization, Productivity, \*Resource Allocations, Speeches

Two well-known educators discuss the effective use of resources in this document. Both of these presentations were made at the Association of Governing Boards of Universities and Colleges National Conference on Trusteeship in New Orleans on April 30, 1974. The financial section begins with the demographic factors that may influence the amount of education that ought to be produced. The growth of service industries is then discussed, along with the manpower aspects of higher education. The presentation on human resources discusses measuring academic productivity stimulating growth and faculty. (Author/PG)

**ED 096 914**

HE 005 942

Halstead, D. Kent

**Statewide Planning in Higher Education.**

Department of Health, Education, and Welfare, Washington, D.C.

Report No.—DHEW-OE-17002

Pub Date 74

Note—836p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$8.75) Stock Number 1780-01229

**EDRS Price MF-\$1.35 HC-\$40.20 PLUS POSTAGE**

Descriptors—\*Administrative Policy, \*Educational Administration, Educational Finance, \*Educational Planning, Enrollment Projections, Facility Requirements, \*Higher Education, Libraries, \*Statewide Planning

This comprehensive handbook, which emphasizes major planning problems and their solutions, should enable administrators and others to enhance the professional skills they will need for the successful management and operation of statewide systems of higher learning. Chapters cover: design for statewide planning; socioeconomic comparisons among states; extending educational opportunity; financial aid to students; differential functions of colleges and universities; selected responsibilities in the search for excellence; meeting area educational program and capacity needs; measuring professional manpower supply and demand; college and university libraries; space management and projection; campus and building planning status; issues on financing higher education; government support and institutional economics; and state budgeting for higher education. The appendices include: methodology for projecting large enrollments; higher education price indexes; college and university financial data; and college and university student migration data. Statistical tables accompany the text. (Author/PG)

**ED 096 915**

HE 005 943

**College Plans of High School Seniors: October 1973. Population Characteristics. Current**

**Population Reports, Series P-20, No. 270.**

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Oct 74

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.40)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Census Figures, \*College Bound Students, \*Demography, \*Higher Education, \*High School Students, Research Projects, Statistical Data

Data on college plans of high school seniors are presented for October 1973 based on census reports. Statistics indicated a slightly lower proportion of high school seniors attending school in October 1973 were planning to attend college after graduation than were seniors enrolled a year earlier—42 percent in 1973 compared with 45 percent in 1972. The difference between the 1972 and the 1973 figures was statistically significant with 90 percent probability. The decline in the proportion of seniors who had definite plans to enter college is consistent with a decline in college participation rates among 18 and 19 year olds during the past 4 years. The proportion of students who indicate that they had no plans to enter either college or postsecondary schools after high school graduation has increased. (Author/MJM)

**ED 096 916**

HE 005 944

Leslie, Larry L.

**Innovative Programs in Education for the Professions.**

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 74

Note—242p.

**EDRS Price MF-\$0.75 HC-\$1.10 PLUS POSTAGE**

Descriptors—\*Educational Innovation, Engineering Education, \*Higher Education, Law Instruction, \*Medical Education, \*Professional Education, \*Program Descriptions, Teacher Education

This document describes innovative programs in education for various professions including law, health services, social work, teaching, agriculture-related professions, architecture, business, and engineering. Programs of health services are further divided into those for physicians, physician assistants, nurses, and dentists. Information is provided concerning program title, location, sponsors, funding, size, contact personnel, objectives, and program description. A framework for examining professional education programs is also included. (MJM)

## ED 096 917

HE 005 945

Cliff, Rosemary

USC (University of Southern California) Faculty:  
Their Views of the University.University of Southern California, Los Angeles.  
Office of Institutional Studies.

Report No.—OIS-74-7

Pub Date 74

Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*College Faculty, \*Employer Employee Relationship, Graduate Professors, \*Higher Education, \*Teacher Attitudes, Teacher Responsibility, \*Universities, Work Attitudes, Work Environment

Identifiers—\*University of Southern California

During the fall 1973 semester, a sample of University of Southern California (USC) faculty received a confidential questionnaire covering a broad range of topics regarding their relationship with the University. A sample of faculty from the graduate professional schools were asked to respond to the subsection of the questionnaire exploring their opinions on administrative policies and practices. Self-ratings of the amount of interest they have in various aspects of the professional job rather effectively dispel the oft expressed dichotomy of the teacher and the researcher. Even those with only a moderate interest in teaching have a strong sense of obligation to their students. Many of the faculty are quite isolated from each other and from the administration. Their loyalties are to their students and their departmental colleagues. The majority of the faculty believe USC is a fairly good place to be and expect that any changes that may occur in the next few years will be for the better. The faculty do not feel that their lot is improved by making contributions in the areas they perceive to be valued at USC. They express a desire for some order to uniformity of policies, particularly in personnel practices. (Author)

## ED 096 918

HE 005 946

Gunnell, James B. Black, Frank S.

Title III, Higher Education Act of 1965 as Amended, Strengthening Developing Institutions: Final Report.

Ohio State Univ., Columbus.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Report No.—R-020583

Pub Date 30 Sep 74

Grant—OEG-0-72-1247; OEG-0-72-3812

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS  
POSTAGE

Descriptors—Educational Research, \*Higher Education, \*Institutes (Training Programs), Instructional Programs, \*Models, \*Negro Colleges, Professional Training, \*Research and Development Centers, Small Schools

This document describes a training institute conducted on the campus of The Ohio State University. The general purpose of the institute was to design a model program to be utilized by existing R&D facilities of larger institutions in preparation of instructional programs and procedures to be implemented by predominantly black and other small institutions. The pilot programs proposed for the participating institutions were designed to meet the following objectives within the said institutions: (1) To assist black colleges and universities of strong potential to develop centers for educational research and development. (2) To train professors to implement research programs using existing materials, and to further develop and/or modify existing program and material packages. (3) To identify a sequence of experiences adequate to train researchers and other personnel at the undergraduate and master's levels. (4) To facilitate the functions of the Office of Institutional Research. Upon completion of the Academic Year Institute, the R&D teams will return to their respective campuses and implement a program designed to meet the R&D needs of the selected institutions. (Author)

## ED 096 919

HE 005 947

McDermott, Marie Lichtenstein, Pauline

The Probability of Success of Students Who Transfer to Hofstra.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date Oct 74

Note—9p.; Center for the Study of Higher Education Report #106

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Higher Education, Students, \*Success Factors, \*Surveys, \*Transfer Programs, \*Transfer Students

Identifiers—\*Hofstra University

The present study shows data on all students (regardless of class status upon entry) who entered Hofstra as transfers from 4-year schools and 2-year schools in 1966 and 1967. For these students, probabilities of persistence are shown as a function of their advanced standing and previous school grade-point average. Success (persistence) is defined in this study as graduated or continuing as of November 1971. Conclusions that can be drawn from the present study are as follows: (1) Students who transferred from both 2-year and 4-year schools in 1966 and 1967 showed a high rate of persistence. (2) It can be expected that the persistence rates for transfer students entering in 1973 will be even higher than from transfer students entering in 1966-67. (3) Both advanced standing and previous school grade-point averages were good predictors of success for 1966-67 transfers. (4) The quality of the students who transferred from 2-year schools was inferior to that of the 4-year school transfers in 1966 and 1967. (5) A larger percentage of transfers were accepted in 1973 (93 percent) than were accepted in 1966 (71 percent) and 1967 (64 percent). (Author/PG)

## ED 096 920

HE 005 948

Melican, Robert L. Weinstein, Jeffrey L.

The Higher Cost of a Higher Education: New England Trends 1970-1975.

New England Board of Higher Education, Wellesley, Mass.

Pub Date Oct 74

Note—79p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*Cost Indexes, Educational Economics, \*Educational Finance, \*Higher Education, Statistical Data, \*Student Costs, Tuition, \*Undergraduate Study

Identifiers—\*New England

This document examines the patterns and statistical data concerning the rising costs of undergraduate education in New England. Chapter 1, higher education costs in New England, concerns comparative costs, student costs and the Consumer Price index, and a definition of costs. Chapter 2, total student costs 1970-80, reviews trends and projections 1970-1978, student costs and the impact of inflation, total costs at public and private institutions, and total costs among the states. Chapter 3, student tuition costs, 1970-75, presents tuition costs and institutional finances, rising tuition costs, the impact of inflation, the differential between public and private institutions, tuition charges by type of institution, tuition charges among the states, and price competition within the states. Chapter 4, student room and board charges, 1970-1975, reviews living costs defined, room and board as an element of total costs, the differential at public and private institutions, average room and board charges in constant dollars, room and board charges by type of institution, and room and board costs by state. (MJM)

## ED 096 921

HE 005 949

Admissions and Financial Aid Information for Maryland's Public and Private Postsecondary Educational Institutions.

Maryland Council for Higher Education, Annapolis.

Pub Date Oct 74

Note—271p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS  
POSTAGE

Descriptors—Educational Finance, \*Fellowships, Financial Support, \*Grants, \*Higher Education, Private Colleges, \*Scholarships, \*State Aid, State Schools, Student Costs

Identifiers—\*Maryland

The General Assembly of the State of Maryland has enacted legislation creating several programs of scholarships and grants to help those citizens of the State who need financial assistance to secure for themselves the benefits of a college education on both the undergraduate and graduate levels. This document contains a description of the financial aids from the state and the federal programs. The Maryland Council for

Higher Education Student Transfer Policies are dealt with in the second section. Section Three contains a profile of expenses, admissions, and financial aids at institutions of higher education in Maryland by institution. (Author/PG)

## ED 096 922

HE 005 950

Radiation Protection Enrollments and Degrees, Enrollments—Fall 1973. Degrees Granted July 1965-June 1973.

Atomic Energy Commission, Washington, D.C. Div. of Labor Relations.

Pub Date Jul 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Degrees (Titles), \*Enrollment, Females, \*Higher Education, Minority Groups, \*Nuclear Physics, \*Radiation, Statistical Data, Student Placement

The demand for radiation protection personnel has increased during the past several years and can be expected to continue to increase for several years to come. This document gives the results of the latest survey of institutions offering degree programs in this field. Such a small segment of the total college enrollment is represented in health physics and related studies that other surveys cannot single them out. These students are vital, however, to the continued development and use of radioactive materials in industry, medicine, construction, research, power production, and even agriculture. This publication should be of value to those seeking graduates in various curriculums included, as well as to those who have an interest in pursuing careers in the field. The document covers: trends, placement, foreign nationals, women, and minorities. Appendices include statistical tables accompanying the text. (Author/PG)

## ED 096 923

HE 005 951

Kinzer, Joan L. El-Khawass, Elaine H.

Compensation Practices for Graduate Research Assistants: A Survey of Selected Doctoral Institutions.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—42p.; Higher Education Panel Reports Number 21

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (Free)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Doctoral Degrees, Doctoral Programs, \*Graduate Students, \*Graduate Study, \*Higher Education, Statistical Data, \*Surveys, \*Tuition

Identifiers—\*Graduate Research Assistants

This survey, undertaken at the request of the National Science Foundation, was conducted in an attempt to obtain current data on compensation practices for graduate research assistants, and to determine variations among departments and types of institutions. Questions were directed toward policies governing compensation rates and ranges of compensation amounts currently available to graduate assistants in a number of fields of study. Institutions were asked whether specific compensation policies existed, whether they had been established by the institution or by individual departments, and about factors influencing variations in compensation amounts. Information about maximum and minimum amounts that could be paid under existing policy were requested, as well as the highest, lowest, and average amounts actually paid in individual departments during the 1973-74 academic year. Data on tuition charges and tuition waiver amounts were also solicited. The questionnaire for this survey is included in the appendix, along with a list of participating institutions. (Author/PG)

## ED 096 924

HE 005 952

Who Pays? Who Benefits?

College Entrance Examination Board, New York, N.Y.

Pub Date 74

Note—109p.; Papers prepared for the National Invitational Conference on the Independent

Student (Dallas/Fort Worth, Texas, March 31-April 3, 1974)  
Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (\$3.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors—**\*College Students, Conference Reports, \*Educational Finance, Financial Needs, Financial Policy, Financial Support, \*Higher Education, Legal Responsibility, \*Student Costs

**Identifiers—**\*Emancipated Students

What is an independent or "self-supporting" student? This question formed the basis of the National Invitational Conference on the Independent Student, March 1974. Speeches concerned the financial implications of student independence, legal implications of student independence, the social and psychological implications of student independence, support for the non-traditional aid applicant, implications of student independence on student financial aid administration, and the students' views on independence. (MJM)

**ED 096 925**

**HE 005 953**

*Council, James Sieve*

**WICHE/NCHEMS Work and the Need for Black Box Research.**

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 4 Nov 74

Note—16p.; Presented at the WICHE/NCHEMS Participants Advisory Assembly (St. Louis, Missouri, November 4-5, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Higher Education, \*Institutional Research, \*Research Methodology, \*Research Needs, \*Research Tools

**Identifiers—**\*Black Box Analysis

This document presents a concern in relation to the NCHEMS Information Exchange Procedures Implementation Project—the absence of black-box analysis. The nexus between the Outcome of Post-Secondary Education Project and the Program Classification Structure is focused on black-box analysis to illustrate its importance through the area of the instruction/learning interface. (MJM)

**ED 096 926**

**HE 005 954**

**Facts About New England Colleges, Universities and Institutes. 1974, 1975, 13th Edition.**

New England Board of Higher Education, Wellesley, Mass.

Pub Date 74

Note—27p.

Available from—New England Board of Higher Education, 40 Grove Street, Wellesley, Massachusetts 02181 (\$2.00)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**Accreditation (Institutions), Admission Criteria, \*Colleges, Enrollment, Fees, \*Higher Education, Program Descriptions, \*Statistical Data, Student Costs, \*Tuition, \*Universities

**Identifiers—**\*New England

This document presents information concerning New England colleges and universities that have been authorized by its state government to grant academic degrees at either the associate, bachelor, master, doctoral, or professional level. Information covers number of student body by sex, accreditation, level of offering and type of program, summer session, tuition and fees, room and board, application deadline, admissions examination, and total enrollment for fall 1973. Statistical summaries concerning data on student charges and enrollment are also presented. (MJM)

**ED 096 927**

**HE 005 955**

*Beals, Ernest W.*

**College Transfer Students in Massachusetts: A Study of 20,000 Transfer Applicants to 48 Massachusetts Colleges and Universities for Fall, 1973.**

Massachusetts State Board of Higher Education, Boston.

Pub Date [74]

Note—110p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors—**\*Articulation (Program), Colleges, \*College Students, \*Higher Education, Research Projects, Statistical Data, \*Student Mobility, Transfers, \*Transfer Students, Universities

**Identifiers—**\*Massachusetts

This document presents a study of 20,000 transfer applicants to 48 Massachusetts colleges and universities for fall 1973. Questionnaires and college visitations were used to obtain data. Findings indicated that much transfer articulation activity has taken place in the last three years in Massachusetts, primarily due to the efforts of the State Transfer Articulation Committee, and the Transfer Review Council. Data indicated: (1) 34 percent of all the transfer applications are submitted by students at public community colleges, 32 percent come from students at private 4-year colleges, 20 percent come from students attending public 4-year colleges, 11 percent are submitted by private junior college students, and 3 percent come from students attending other kinds of institutions; (2) Of the 12,480 transfer students who were legal residents of Massachusetts, 22 percent of them were attending colleges outside Massachusetts, and 78 percent were attending colleges within the state; (3) 64 percent of the total pool were legal residents of Massachusetts; 34 percent of the pool were non-residents; and 2 percent were from foreign countries; (4) By sector, 32 percent were Massachusetts legal residents applying to private colleges; 90 percent to the State College system; 86 percent to the University of Massachusetts system; and 79 percent to other 4-year publics. Additional findings and statistical data are included. (MJM)

**ED 096 928**

**HE 005 956**

*McGuckin, Robert H. Winkler, Donald R.*

**University Requirements and Resource Allocation in the Determination of Undergraduate Achievement. Final Report.**

California Univ., Santa Barbara. Community and Organization Research Inst.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-1405

Pub Date Aug 74

Grant—NE-G-00-3-0151

Note—87p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors—**\*Core Courses, \*Curriculum Development, \*Degree Requirements, \*Experimental Programs, \*Higher Education, Liberal Arts, Resource Allocations, Statistical Data, Student Needs, Success Factors, Surveys, Undergraduate Study

In the past decade, many colleges and universities have reduced or eliminated the number of required general education courses, which had the original purpose of assuring a 'well-rounded' liberal education. The important question is how such curriculum reforms, which increase student choice as opposed to university choice of courses, affect the product of higher education. In particular, does the removal of general education course requirements affect the student retention rate, grade-point average, or choice of major? In 1969, a randomly selected group of 485 entering students were given the option to not take the usual set of required general education courses. A control group of 485 students were not given this option. Four years later, the data were collected on these students. The findings generally support a move towards more student choice. The results of the study indicate that students in the experimental group had a higher retention rate and received more university resources, measured in dollars, than did students in the control group. Section 2 presents the hypotheses of interest, section 3 describes the data set, section 4 presents a discussion of the statistical tests of the hypotheses, and section 5 contains conclusions and recommendations. Appendices include the model of student learning and resource choice, statistical data, and the survey questionnaire. (Author/PG)

**ED 096 929**

**HE 005 957**

*Young, Kenneth E., Ed.*

**Exploring the Case for Low Tuition in Public Higher Education.**

American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; American Coll. Testing Pro-

gram, Iowa City, Iowa.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date 74

Note—183p.; Papers presented at an invitational seminar, The Case for Low-Tuition Public Higher Education (Washington, D.C., February 14, 1974)

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$3.00)

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors—**\*Educational Economics, \*Educational Finance, Federal Aid, Financial Support, \*Higher Education, State Aid, State Colleges, State Universities, \*Student Costs, \*Tuition

This publication presents papers from an invitational seminar, the case for Low-Tuition Public Higher Education, February 1974 and other useful documents on the same subject. Topics cover some introductory perspectives on low tuition; financing higher education; an analysis of recent tuition policy recommendations; equity and the middle class; a view from Capitol Hill concerning tuition; preliminary comments on postsecondary tuition levels as viewed by a state chancellor; and a university president's view of the future trends in low tuition. (MJM)

**ED 096 930**

**HE 005 958**

*Jenny, Hans H.*

**The Consolidated Net Worth of Private Colleges. Recommendation of a Model.**

Wooster Coll., Ohio.

Pub Date 73

Note—19p.

Available from—The College of Wooster, Business Office, Wooster, Ohio (\$2.00)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Educational Economics, \*Educational Finance, \*Financial Needs, Financial Policy, \*Higher Education, Models, \*Private Colleges, School Accounting

**Identifiers—**\*Consolidated Net Worth Statement

One of several essential tools for assessing how the financial health of educational institutions is evolving is the Consolidated Net Worth Statement. This essay explores various aspects of conventional "funds" balance sheets and compares them with the Consolidated Net Worth. Emphasis is placed on how the Consolidated Net Worth Statement can aid in determining financial strategy. Most colleges and universities are at the same time both richer and poorer than their financial statements suggest. By not expressing their assets in market values they often understate their worth; by not depreciating their fixed assets, they overstate their value. In recent studies operating deficits have been used as an indicator of financial distress and impending institutional doom. The total analysis provided by the Consolidated Net Worth Statement shows that deficits are not necessarily a reliable indicator. The essay points thus to a much broader analysis of financial health or distress than has been the custom until recently. (Author/MJM)

**ED 096 931**

**HE 005 959**

*Lewis, W. Arthur*

**The University in Less Developed Countries. ICED Occasional Paper No. 11.**

International Council for Educational Development, New York, N.Y.

Pub Date 74

Note—28p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*College Role, Community Responsibility, \*Developing Nations, Educational Finance, \*Educational Responsibility, \*Foreign Countries, Governance, Government Role, \*Higher Education, Institutional Role

This document discusses the role of higher education institutions in less developed countries and the responsibility of these countries to higher education institutions. The university's role in these countries is reviewed in relation to the university as bearer of the culture, trainer of skills, service agency, and the university on the frontiers of knowledge. The responsibilities of society to the university suggest that: (1) infringement by the government on the university be done with due care, after proper consultation and advice; (2) the government should give adequate financial support for agreed to programs; and (3) the university authorities should be supported by

the government and other responsible opinion in their attempts to enforce discipline. (MJM)

ED 096 932 HE 005 960

Crych, Ladislav McGurn, George W.  
Comparative Higher Education: Relevance for Policy Making and Comparative Higher Education: A United States View. ICED Occasional Paper No. 10.

International Council for Educational Development, New York, N.Y.

Pub Date 74

Note—51p.

EDRS Price MF-\$0.75 HC-\$1.15 PLUS

#### POSTAGE

Descriptors—\*Comparative Education, Decision Making, Educational Philosophy, Educational Planning, Educational Policy, \*Educational Theories, \*Foreign Countries, Governance, \*Higher Education, \*International Education

Two papers are presented concerning comparative higher education—one concerning its relevance for policymaking and the other reviewing a United States view. The first paper reviews comparative higher education in relation to studies of higher education, the use of comparative studies of higher education in policymaking, factors of relevance and obstacles to be overcome, and some research priorities as seen by policymakers. The second paper addresses the question: What non-U. S. trends, programs or developments in higher education would be of value to U. S. academics and policymakers and would justify a comparative approach to the study of higher education? Emphasis is placed on a number of areas where it can be demonstrated that foreign experience would be of current interest to U. S. higher education. These areas include: access to higher education, education-job link, techniques of educational planning, the professoriate, internal governance and management, and university-government relations. (MJM)

ED 096 933 HE 005 961

Bengelsdorf, Winnie

Women's Stake in Low Tuition.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Oct 74

Note—20p.

Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D. C. 20036 (Single copies free. Ten copies, \$4.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Educational Needs, \*Females, \*Higher Education, Sex Discrimination, Statistical Data, \*Student Costs, \*Tuition

This pamphlet focuses on women's stake in low tuition. Eight key points are suggested: (1) a much smaller percentage of qualified women than men attend college; (2) women from low-income and minority families have less chance for college; (3) women get less student financial aid than men; (4) women in college have fewer work-study opportunities; (5) parttime and older women as well as men are discriminated against; (6) older women have much lower incomes than men and cannot afford high college costs; (7) long-term loan plans discriminate against women even more than men; (8) low-tuition public higher education is as essential for women as it is for many other groups in our society—working class and white-collar families, minorities, families in rural and small town areas, businessmen, and American society as a whole. (Author/MJM)

ED 096 934 HE 005 962

Thomas, Gerald W.

Limit Our Horizons in the Land of Enchantment? The Challenge for Education.

New Mexico State Univ., Las Cruces.

Pub Date 21 Jun 74

Note—17p.; Position paper presented to the Board of Educational Finance Meeting in Portales, New Mexico, June 21, 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Changing Attitudes, \*College Bound Students, Educational Assessment, Educational Needs, \*Educational Trends, Enrollment Trends, \*Higher Education, \*High Schools, \*Statistical Data  
Identifiers—\*New Mexico

This paper examines the trends in participation in higher education for New Mexico. Statistical data indicated that only 39 percent of the high school graduates in 1973 planned to enter college after graduation. Barriers to advanced education and training are discussed including intellectual barriers, financial barriers, and environmental and attitudinal barriers. Positive steps to increase participation in higher education and increase the quality of that education are presented, including: (1) The opening of opportunities for higher education and specialized career training beyond the high school to at least 65 percent of the New Mexico high school graduates within the next 5-year span (2) The realization that some potential students need extra counseling and services without compromising educational standards. Appropriations for these programs would be doubled each year for the next 5-year period. (3) The evaluation of programs and grants in aid. Much more emphasis should be placed on work-study programs. (4) Educational Programs should be designed to maximize options for career development. (5) More positive approaches should be taken to develop and support life-long education and retraining for all age groups. (Author)

ED 096 935 HE 005 963

Jessee, William F., Ed.

American Medical Education: The Student Viewpoint.

Student American Medical Association, Rolling Meadows, Ill. Div. of Medical Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.

Report No.—NIH-70-4044

Pub Date [71]

Note—51p.

EDRS Price MF-\$0.75 HC-\$1.15 PLUS

#### POSTAGE

Descriptors—Decision Making, \*Educational Change, Educational Improvement, Educational Needs, \*Higher Education, \*Medical Education, \*Medical Students, Research Projects, \*Student Opinion

A survey of student opinions on issues in medical education reveals several areas of consensus on needed changes. The following recommendations are suggested as a result of the survey: (1) Health care delivery should employ a multidisciplinary team of health professionals working to maintain health and prevent disease in communities. (2) Medical schools should emphasize the training of physicians as generalists, equipped to preserve the physical, emotional, and social health of patients and their families. (3) Decisionmaking in medical education and community health should be democratized so as to allow participation by representatives of those most intimately involved with these areas, i.e., medical students and consumers. (4) The environment of medical education should be altered to provide for improved teaching, increased flexibility in curricula, elimination of grades and de-emphasis of competition, and increased recognition of student needs for personal growth and interaction. (5) Medical school admissions criteria should deemphasize previous academic achievement beyond a minimal essential level and substituted criteria based upon personal characteristics, such as motivation and social consciousness. (6) Students should be allowed academic credit for participation in extramural educational programs. (Author)

ED 096 936 HE 005 964

The Admission and Academic Placement of Students from Selected Sub-Saharan African Countries. A Workshop Report July-August, 1973.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date Aug 73

Note—263p.; Report of a Workshop on the admission and academic placement of students from selected sub-Saharan countries (Ghana, Togo, and Nigeria, July 19-August 10, 1973)

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D. C. 20009 (\$2.50)

EDRS Price MF-\$0.75 HC-\$1.60 PLUS

#### POSTAGE

Descriptors—\*Admission (School), \*College Placement, \*Exchange Programs, \*Foreign

Countries, Foreign Students, \*Higher Education, Workshops  
Identifiers—\*Africa

This report covers the findings and recommendations of the Workshop on the admission and academic placement of students from selected sub-Saharan countries. The workshop was held in Ghana, Togo, and Nigeria from July 19 to August 10, 1973. The report has been subdivided into five major areas: West Africa; English speaking Africa; West and Central Africa; French speaking Africa; East Africa; and Central and Southern Africa. Each section includes a typology for general reference, country reports, placement recommendations, a bibliography, and sample credentials. A final section is included as the English language Proficiency report. (MJM)

ED 096 937 HE 005 967

Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1974. Report to the Council of Ontario Universities.

Council of Ontario Universities, Toronto.

Pub Date Oct 74

Note—118p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—\*Educational Finance, \*Expenditures, \*Foreign Countries, \*Higher Education, \*Income, Statistical Data, Universities

Identifiers—\*Ontario

This document presents the total revenue and expenses for provincially assisted universities of Ontario for the fiscal year ended April 30, 1974. Universities included in the report are Brock, Carleton, Guelph, Lakehead, Laurentian, Nipissing, Hearst, McMaster, Ottawa, Queen's, Toronto, Scarborough, Erindale, Trent, Waterloo, Western, Elfrid, Laurier, Windsor, and York. Data include total operating expenses by object of expense and by functional area; total expense by type of fund and by object of expense; total revenue by source of revenue and by type of fund; percentage of operating expenses by object of expense, functional area and by university, by type of fund and by university; percentage of operating revenue by source and by university; percentage analysis of expenses 1970-71 to 1973-74; and percentage analysis of revenues for 1970-1971 to 1973-74. (MJM)

ED 096 938 HE 005 968

Graduate Student Survey, 1972-1973. Physics Manpower Report.

American Inst. of Physics, New York, N.Y.

Report No.—AIP-R-207-6

Pub Date Aug 74

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Degrees (Titles), Educational Finance, \*Graduate Students, Graduate Study, \*Higher Education, Job Market, Minority Groups, \*Physics, \*Statistical Data, \*Student Characteristics, Surveys

At the beginning of the academic year 1972-73 the graduate physics student population was 11,804. The 173 doctorate granting institutions and the 137 master's granting institutions reported enrollments of 10,227 and 1,577 graduate physics students, respectively. The data for this Graduate Student Survey comes from individual graduate students whose names and addresses were supplied by physics department chairman. Of the 10,784 student names and addresses received from the chairman, 6,770 students returned usable questionnaires. The tables, bar graph, and flow diagrams included in this report present data concerning percentage of degree recipients; characteristic of the graduate physics student population, 1972-73; characteristics of minority group respondents; characteristics of new physics doctorate recipients, 1969-73; 1972-73 sources of graduate support by years of graduate study; employment opportunities for 1972-73 graduate physics degree recipients by subfield; and background characteristics of 1972-73 physics doctorate recipients. (MJM)

## IR

ED 096 939 IR 001 097

Recommendations for a Habitability Data Base. Illinois Univ., Urbana. Library Research Center.

## 82 Document Resumes

Pub Date 9 Aug 74

Note—234p.; Prepared for the Construction Engineering Research Laboratory, Army Corps of Engineers, Champaign, Illinois

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

Descriptors—Abstracting, \*Architectural Programming, Architectural Research, Bibliographic Citations, Codification, \*Data Bases, \*Documentation, \*Environmental Criteria, Environmental Research, Indexing, \*Information Retrieval, Permuted Indexes, Standards  
Identifiers—\*Habitability Data Base, SMART System

A prototype Habitability Data Base was developed for the United States Army Corps of Engineers. From a review of selected Army documents, standards in the form of goals or architectural criteria were identified as significant to man-environment relations (MER). A search of appropriate information systems was conducted to retrieve a minimum of 500 relevant articles. Copies of the articles were obtained, abstracted and provided with MER statements. The terms of a generic MER matrix were then induced, representing both Army MER standards and MER statements from the literature. Code numbers were assigned to each MER statement, and the articles were prepared for computer processing, using the SMART information retrieval system and a keyword indexing approach. Per-document cost figures were computed for the input into the data base and recommendations made for a prototype information system, based on 100 documents, which would test the feasibility of a larger Habitability Data Base in both content and system operation. The bulk of this report consists of printout of sample abstract, code and citation formats. (Author/SL)

**ED 096 940 IR 001 108**

Sternick, Barbara R.

On-Line Communications Devices.

National Library of Medicine (DHEW), Bethesda, Md.

Pub Date 74

Note—48p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Display Systems, Electronic Equipment, \*Equipment Standards, Evaluation Criteria, \*Input Output Devices, \*On Line Systems, \*Performance Specifications, Purchasing, Telecommunication  
Identifiers—\*Computer Terminals, National Library of Medicine, NLM

These summaries have been compiled to assist users in selecting terminals for use with the National Library of Medicine (NLM) on-line systems. The summaries describe the salient characteristics and approximate prices of a large number of hard copy and display devices. Many of the terminals listed may be modified by the addition of various options such as upper and lower case, printed interface, and magnetic tape cassette units. Prices quoted are basic costs, not including options. Preceding the descriptive information are four sections: factors to be kept in mind when selecting a terminal, definitions of terms used in this article, a schematic of various terminal interfaces to communication facilities, and the address of each supplier. (Author)

**ED 096 941 IR 001 114**

Kaye, Evelyn

The Family Guide to Children's Television; What to Watch, What to Miss, What to Change and How to Do It.

Action for Children's Television, Boston, Mass.

Pub Date 74

Note—194p.; Author formerly known as Evelyn Sarson

Available from—Pantheon Books, Inc., Division of Random House, Inc., 201 E. 50th Street, New York, New York 10022 (\$2.95)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, \*Children, \*Commercial Television, Critical Thinking, Evaluation Criteria, Guides, Parent Influence, \*Television, Television Commercials, \*Television Viewing, Viewing Time, Violence  
Identifiers—\*Children's Television, Federal Communications Commission

Action for Children's Television (ACT) has compiled a comprehensive guide to children's television for parents. Information about broadcasting business, techniques, and advertising is given, along with professional opinions on the

value and harm of television, effects of TV violence on children, and the effects and influence of commercials. Parents are also instructed on: ways to set sensible TV rules for children as to times and types of shows; how to judge programs; methods for helping children resist commercials and develop critical thinking about them; and ways to bring about changes in children's programs by writing letters, monitoring programs, and working with both local and national groups. The Federal Communications Commission's (FCC) role, policies, courses of action, and penalties are described, along with proposals ACT has made for improved FCC rules and codes. There is a workbook section for the active participation of children in finding their own TV habits, rating programs, experimenting with viewing environments, understanding commercials and their reactions to them, and creating their own productions. The National Association for Better Broadcasting presents a guide to 1974 TV programs with a brief opinion on each one. (LS)

**ED 096 942 IR 001 115**

Student Guide Bibliographies for the McLennan Library, McGill University.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date Sep 74

Note—767p.

**EDRS Price MF-\$1.20 HC-\$36.60 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, \*Humanities, Library Instruction, \*Literature Guides, Orientation Materials, \*Reference Books, \*Social Sciences, University Libraries  
Identifiers—\*McGill University

The McLennan Library of McGill University has created these student guide bibliographies as library orientation tools. They cover reference materials in specific subject areas in the social science and humanities, with special reference to their locations in McLennan Library. The guides are intended for the master's level student and have proved useful to advanced undergraduates and faculty. They are used as a basis for bibliography seminars and as handouts to assist students engaged in literature searches for papers and theses. Some bring together information which is not organized systematically in any published reference tool. Others provide a simpler approach to fields for which guides to the literature exist in a more comprehensive form. (Author)

**ED 096 943 IR 001 116**

Canadian Library Systems and Networks; Their Planning and Development. A Symposium.

Canadian Library Association, Ottawa (Ontario).

Pub Date 6 Sep 74

Note—56p.; Papers presented at the Symposium on Library Systems and Networks, Canadian Library Association Conference (Winnipeg, Canada, June 25, 1974)

Available from—Canadian Library Association, 151 Sparks Street, Ottawa, Ontario, K1P 5E3 (\$3.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Data Bases, \*Library Cooperation, \*Library Networks, \*Library Planning, National Libraries, \*Program Descriptions, \*Regional Programs, Sciences, Symposia, Telecommunication

Identifiers—\*Canada, Great Britain

The nine papers presented in this report attempt to discuss and describe Canadian library networks and systems as they exist today and as they are being planned for future development at the local, provincial, regional, and national levels. The first report provides, as an example, an overview of library systems and networking in Britain as they have developed since the passage of the Public Libraries and Museum Act of 1964. Other presentations summarize cooperative activities at various levels in Canada: those of the National Library, the National Science Library, and of single provinces or multiprovince regions across the country. In the concluding paper it is pointed out that all of the existing cooperative activity does not yet add up to a Canadian library network, which will not be realized without commitment and five major prerequisites: agreement on objectives, on a plan and on standards, plus money and legislation. (SL)

**ED 096 944 IR 001 120**

Wills, Gordon Oldman, Christine

A Longitudinal Study of the Costs and Benefits of Selected Library Services: Initial Exploration and Framework. Working Discussion Document No. 74/6-1.

Cranfield Inst. of Tech. (England). School of Management.

Pub Date 5 Jul 74

Note—31p.

Available from—The Executive Assistant, Marketing and Logistics Research Centres, Cranfield School of Management, Cranfield Bedfordshire MK430AL, England

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Cost Effectiveness, Engineering Education, Information Systems, Librarians, Library Expenditures, Library Facilities, \*Library Research, \*Library Science, \*Library Services, \*Longitudinal Studies, Management Education, University Libraries, Use Studies  
Identifiers—\*Cranfield Institute, Great Britain

The purpose of the investigation is to identify an operationally viable research methodology for assessing the value derived from selected library services at Cranfield Institute (England) and to evaluate and comment on the costs of providing such value. Four population groups are critical in the development of the expected value of library services. These are the library policy makers, the library staff, the faculty, and the students. Field studies were carried out for students in management and mechanical engineering. The four populations were investigated by means of interviews and attitude surveys. Proposals for the continuation of this research are made. (WH)

**ED 096 945 IR 001 123**

Howard, Helen A.

Administrative Integration of Information Resources and Services in Universities in Canada and the United States.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Sep 74

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Administrative Organization, Audiovisual Aids, Computers, \*Information Services, Library Research, Publications, Telecommunication, \*University Libraries

Eight Canadian and U.S. universities that have combined several information services under one administrator were studied. These services include the library and one or more other information handling functions such as audiovisual services, technical aids to instruction, computing services, telecommunications, bookstore, artistic properties, university press, and printing services. The main objective was to determine to what extent new organizational models exist, the configuration of these models, and whether there is any trend or pattern developing. Rationales for such combined services are discussed, along with the benefits and problems of multiple information services and the characteristics of their administrators. (Author/LS)

**ED 096 946 IR 001 125**

Forbes, Raymond L., Jr. Nickols, Frederick W.

Educational Technology and Organizational Development: A Collaborative Approach to Organizational Change.

Pub Date 18 Apr 74

Note—38p.; Paper presented at the National Society for Performance in Instruction Annual Meeting (Miami, Florida, April 18, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Behavioral Objectives, Behavioral Sciences, Criterion Referenced Tests, \*Educational Technology, Formative Evaluation, \*Instructional Design, Organizational Change, \*Organizational Development, Speeches, Summative Evaluation, \*Systems Approach, Tests  
Identifiers—Command Action Planning System, Navy

The basic similarities between educational technology and organizational development provide a powerful rationale for collaboration. The two disciplines are essentially in the same business, that of systematically changing human behavior. System theory and the system model appear to supply the language and the technology

through which such efforts could be effected. The Command Action Planning System (CAPS) employed by the U. S. Navy at the Human Resource Management Center, San Diego was successful for two reasons. First, the entire approach was systematic in nature (i.e., environmental demands were identified, outputs specified, functions derived, resources identified, and the process then implemented and modified until performance was satisfactory). Second, the collaboration of educational technologists and organizational development specialists allowed a comprehensiveness of effort that would have otherwise been impossible. The collaboration appears to have been made possible by the cross-disciplinary aspects of system theory and the integrative capabilities of the system model. (Author/WCM)

**ED 096 947** IR 001 126

Jacobsen, Brent N.

**Rural Bookmobile Service: Efficiency and Effectiveness.**

Pub Date 73

Note—52p.; Master's Project, Brigham Young University

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Bookmobiles, Library Circulation, Library Expenditures, Library Research, Library Services, Program Costs, Program Evaluation, \*Public Libraries  
Identifiers—\*Utah

A data comparison was made between 33 rural libraries in Utah and the essentially rural bookmobile service maintained by the Extension Services Division of the State Library Commission of Utah. The comparison revealed that, in terms of cost per item circulated, bookmobile service was slightly more expensive. Using cost per capita served as a measure, bookmobile service was significantly more expensive. However, the bookmobiles were much more efficient in the amount of use that they obtained from each holding. They were also more effective in the number of volumes circulated per capita. (Author)

**ED 096 948** IR 001 127

Lipsey, Gerald, Ed.

**Computer-Assisted Test Construction.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 74

Note—244p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$11.95)

Document Not Available from EDRS.

Descriptors—\*Computer Graphics, \*Computer Oriented Programs, Computer Programs, \*Computers, Computer Science, \*Item Banks, Multiple Choice Tests, State of the Art Reviews, Statistics, \*Test Construction, \*Tests, Test Selection

Identifiers—\*Computer Assisted Test Construction

The purpose of this book is to document in detail the benefits which can be realized by computer-assisted test construction and to aid educators interested in taking advantage of computers in providing tests and exercises. An overview of all the benefits and problems of computer-assisted test construction is given. Then separate chapters are devoted to discussions of item banking (including item generation), question classification and storage (also question selection systems), printing tests (format and graphics), the role of statistics, pedagogical implications (present and future applications), and systems considerations. An extensive bibliography of the field is appended. (WH)

**ED 096 949** IR 001 128

Stuver, Marie Tyler

**An Approach to Bibliographic Control of Materials Relating to Indians of the United States.**

Pub Date Aug 73

Note—27p.; Master's project, Brigham Young University

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*American Indians, \*Bibliographies, \*Cataloging, Information Sources, Research Methodology, State of the Art Reviews

Despite the prolific amount of bibliographical sources on the Indians of the United States, there is little or no bibliographic control of the subject.

The bibliographical sources existing on the subject of Indians of the United States do not constitute bibliographic control, but could be used in setting up a system for the control of these materials. The study was made from a review of the literature and an examination of existing bibliographical sources for materials on the Indians of the United States. A list of such sources is included. (Author/LS)

**ED 096 950** IR 001 129

Jwaideh, Alice R., Ed. Bhola, H. S., Ed.

**Research in Diffusion of Educational Innovations: A Report with an Agenda.**

Indiana Univ., Bloomington. School of Education. Pub Date 74

Note—120p.

Available from—School of Education, Indiana University, Bloomington, Indiana 47401 (\$1.75)

Journal Cit—Viewpoints; v50 n3 May 1974

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, Case Studies, Conference Reports, \*Delivery Systems, \*Diffusion, \*Educational Change, Educational Development, Educational Innovation, Educational Problems, Educational Research, Feedback, Formative Evaluation, \*Information Dissemination, \*Organizational Development, Systems Approach

Identifiers—ERIC, Indiana University, Research Conference Instructional Systems Technology

Five educational experts in educational change and diffusion research presented papers at the annual summer Research Conference in Instructional Systems Technology. The papers included a review of the general status of the field, a discussion of the need for further developing applied behavioral science and applying it to the problems of education and a definition of organization development which points out its use of applied behavioral science concepts and its emphasis on the system instead of on the individual. A discussion of the Pilot State Dissemination Program documents another approach to educational change. The fifth paper in the series emphasizes the need to know exactly what happened in change attempts and points out that case studies can advance our knowledge as well as our educational practice. To conclude the series of five papers, the guest editors present an overview of the conference and speculate about future approaches to planned educational change. (Author/WCM)

**ED 096 951** IR 001 130

Glaser, George

**Shaping Computing and Information Processing as a Vital National Resource. (Keynote Address).**

American Federation of Information Processing Societies, Montvale, N.J.

Pub Date 6 May 74

Note—11p.; Paper presented at the American Federation of Information Processing Societies National Computer Conference (Chicago, Illinois, May 6, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Computer Science, \*Computer Science Education, Data Processing, Management Systems, Problem Solving, \*Professional Associations, Professional Continuing Education, \*Professional Personnel, \*Speeches, Universities

New technical specialties are emerging within the computer industry at a rate threatening the ability of educational institutions to train those who would understand and apply them. The industry's ability to undertake more ambitious projects and to thereby solve more complex problems is limited by an inadequate force of skilled manpower. Thus, it finds itself in the following position: (1) there exists a distressingly large number of poorly qualified people at all levels; (2) those who are now competent are becoming less so every day as technological developments continue; (3) long-term career prospects for data processing people in most user organizations are not sufficiently promising to attract the talented; (4) universities are turning out far too few computer-oriented problem-solvers; and (5) the industry is having a difficult time achieving professional maturity. The solution of these problems will require considerable effort. (Author/WCM)

**ED 096 952** IR 001 131

**The Administrative Organization of the Libraries of Columbia University: A Detailed Description.**

Columbia Univ., New York, N.Y. The Libraries.

Pub Date 73

Note—178p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—\*Administrative Organization, \*Library Planning, \*Organizational Change, Program Planning, Staff Role, \*University Libraries

In an effort to apply modern management techniques to the Columbia University Libraries, the Association of Research Libraries sponsored a study which called for restructuring the libraries to underscore functional relationships. The report of that study was reviewed by the libraries' administration and staff, and reorganization plans were made based on the study. First, the organization of the libraries was restructured, with designated key administrators and staff and new reporting relationships. Second, new staffing descriptions were established, in greater detail than previously. Third, new program planning resulted in a restructured budget, the program accounting technique of cost analysis, plans for a coordinated policy manual, and the creation of permanent planning structure. The report describes general goals and objectives, and for each unit of the organization lists principal administration, parent unit, role, objectives, functions, key working relationships, reports, and performance and evaluative criteria. Organization charts are provided for the six major groups and for the overall administrative structure. (LS)

**ED 096 953** IR 001 132

Rugg, John Daily

**The Public Library's Publicity Program: How Do Those Involved View It?**

Pub Date Dec 73

Note—67p.; Master's thesis, Brigham Young University

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Communications, Information Dissemination, Library Research, Library Surveys, News Media, Program Evaluation, \*Publicize, \*Public Libraries, Public Relations  
Identifiers—\*Ohio

In order to find out what librarians and newsmen think about the basic content and usual quality of the library publicity program, and how their views differ, the author surveyed a group of public libraries, newspapers, and radio and television stations in Ohio, soliciting opinions on what Ohio public libraries are doing, and how well, in the realm of publicity. Results indicated that librarians and newsmen agree that public libraries in Ohio are doing less well with publicity than they should. Generally, public library publicity tends to print oriented, proving somewhat more effective with newspapers than with the electronic media. Library publicity services most commonly provided to Ohio news media were written news releases, continuing library-media contact, and provision of news tips and background information. Additional effort to focus public library messages through radio and television could improve communication with the public. Sample questionnaires, selected comments from some survey responders, and a bibliography are appended. (Author/LS)

**ED 096 954** 95 IR 001 133

Komoski, P. Kenneth

**Product-Quantity/Instructional-Quality Imbalance: The Imperative of Empiricism.**

Association for Educational Communications and Technology, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NIE-C-74-0027

Note—39p.; Preprint Draft copy of a paper to appear in AV Communication Review

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, Evaluation Methods, Evaluation Needs, Films, Instructional Aids, Instructional Design, Instructional Films, Instructional Innovation, \*Instructional Materials, \*In-

structional Media, Instructional Technology, Technology, \*Textbook Evaluation, Textbooks

A major legacy of the "go-go years", the late 50's and 60's when federal and foundation funding of education increased so much, was a huge increase in the number of instructional materials (both print and non-print) available to the schools. The efforts of the non-commercial curriculum development teams have been swamped by this increase and their many expensive product development and learner verification techniques have been ignored by the commercial producers who found the procedures unfeasible and too costly. The extra supply of funds for instructional materials induced publishers to throw more products on the market (where sales were certain) with no thought of instructional effectiveness. California and Florida have led the way in requiring that new instructional materials be "learner verified"; perhaps this might lead to a new style of product development that utilizes common-sense empiricism, small-scale field trials, and accumulated experience. Such evaluations are greatly needed when 99 percent of all instructional materials have not been verified by a single learner. (WH)

ED 096 955 IR 001 134

Post, J. B., Ed.  
Map Librarianship.  
Drexel Univ., Philadelphia, Pa. Graduate School  
of Library Science.

Pub Date Oct 73  
Note—91p.  
Journal Cit—Drexel Library Quarterly, v9 n4 p1-90 Oct 1973

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*Cataloging, \*Guidelines, \*Library Collections, \*Library Instruction, \*Library Technical Processes, \*Maps  
Identifiers—\*Map Libraries

Designed as an aid to the beginning map librarian or map custodian, this series of articles describes the basic processes of working with such a library collection. An overview of map librarianship discusses salaries, continuing education and professional associations in the field. Other articles explain procedures for selection and acquisition of materials for the map library, cataloging and classification, non-geographic methods of map arrangement and classification, preservation and maintenance of maps, systems for computer production of map catalogs, and the administration of map libraries. Each article provides citations for further reading. (SL)

ED 096 956 IR 001 135

Veenstra, Joyce D.  
Performance Standards for Librarians: Are They Coming or Not? Library Personnel and Performance Standards.

Columbia Univ., New York, N.Y. The Libraries.  
Pub Date 7 Jul 74

Note—9p.; Paper presented at the American Library Association Annual Conference (New York, N.Y., July 7, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—Administrator Responsibility, \*Librarians, \*Library Planning, \*Management by Objectives, \*Management Development, Management Systems, Performance Criteria, \*Personnel Management, Speeches

Librarians have advanced degrees in the library field, not in the field of management. But the higher one goes in the institutional hierarchy, the more time must be spent in managing. Librarians must take the management process seriously and understand what good managing is. Managers are constantly appraising their staff and being appraised by them. Performance standards, or Management by Objective (MBO) provides a system for such appraisal. Objectives for the manager or staff member should be established on a one to one basis between the supervisor and the individual, but it is useful if the entire staff first decides on departmental objectives. Individual objectives should be made meaningful, measurable and flexible, for the growth of the staff member rather than as punishment. At the Columbia University Libraries, task forces of all levels of personnel are working on the establishment of objectives. This has opened up new lines of communication, but is also shifting the traditional bureaucratic structures and loyalties at an accelerating rate. Organizational redesign is thus

becoming a continuing function. The experience of articulating performance objectives has proved difficult, but worthwhile. (SL)

ED 096 957 IR 001 136

Mockovak, William P. And Others  
The Application and Evaluation of PLATO IV in AF Technical Training.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.  
Pub Date 74

Note—22p.  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—Aerospace Education, Aviation Technology, \*Computer Assisted Instruction, \*Computer Graphics, Computer Programs, Equipment Maintenance, Machine Repairs, Medical Education, \*Physicians Assistants, \*Reading Difficulty, Reading Level, \*Technical Education

Identifiers—Air Force, PIRL, PLATO Indicated Reading Level, \*PLATO IV

The Air Force has been plagued with the rising cost of technical training and has increasingly turned to computer-assisted instruction (CAI) for better cost effectiveness. Toward this aim a trial of PLATO IV, a CAI system utilizing a graphic display and centered at the University of Illinois, was initiated at the Chanute and Sheppard training bases. At Chanute the trial is based on the development and use of materials for the Special Purpose Vehicle Maintenance Course. One lesson involves use of a battery hydrometer. A secondary program PIRL (PLATO Indicated Reading Level) is being used to determine the reading difficulty of developed materials. At Sheppard PLATO IV is being tested on a Physician Assistant program, initially on those aspects of the program dealing with respiratory problems. The PLATO IV program is expected to depart from the old course in its emphasis on a problem oriented curricula where the trainee repeatedly solves medical problems with the computer as a tutor. These trials of PLATO IV are still in progress, but it is hoped that these innovations will offer the potential for more cost effective technical training. (WH)

ED 096 958 IR 001 137

Edwards, Fern  
Retrieval of Non-Print Information with Recommendations for Gallaudet College.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Aug 74  
Note—132p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS  
POSTAGE

Descriptors—Audiovisual Aids, \*College Libraries, Costs, Dial Access Information Systems, \*Educational Technology, \*Equipment Evaluation, Information Retrieval, Instructional Materials Centers, \*Learning Laboratories, Library Equipment, \*Program Proposals, Television, Video Cassette Systems

Identifiers—Gallaudet College, \*Nonprint Media

With the purpose of designing a learning center to fit the instructional programs of Gallaudet College, a review of the literature and visits to 20 schools and colleges were made and options considered for the provision of nonprint materials. The costs, advantages, and utility of various nonprint retrieval systems are analyzed, specifically videocassette systems, television, and dial access equipment. Library functions necessary in the support of a nonprint collection are defined, including selection of materials, with emphasis on faculty participation; organization and housing of the collection; personnel; dissemination; outreach to students and faculty; and evaluation. Recommendations are then made, in the form of performance objectives through 1980, for the development of the nonprint retrieval services at Gallaudet College Library. Cost estimates are provided for achieving these objectives. Because the provision of such a learning center has implications for the total program of the college, suggestions are made for increased coordination between the library and students, faculty and administration. (SL)

ED 096 959 88 IR 001 138

Malin, Larry J.  
Assessment of the Impact of Individualized Instruction on Students—Technical Report.

Suffolk County Board of Cooperative Educational Services 2, Patchogue, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Academic Achievement, Evaluation, Grade 4, \*Individualized Instruction, Individualized Programs, Mathematical Concepts, Problem Solving, Reading Achievement, Reading Comprehension, School Attitudes, Self Concept, Self Directed Groups, Self Esteem, \*Student Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*New York

The effect of individualized instruction programs on academic achievement and attitudes of elementary school children was evaluated. It was hypothesized that students in individualized programs would have significantly higher achievement scores and more positive attitudes toward school and self and greater self-direction when compared to their peers. The effects of I.Q., sex, and previous levels of achievement were statistically controlled; the findings were: (a) students in the individualized groups had significantly higher self-direction scores; (b) significant differences were not found in achievement scores (reading comprehension, math concepts, and math problem solving) between the two groups. The sample included 120 fourth grade students from programs in the Nassau and Suffolk County region of New York. (Author)

ED 096 960 95 IR 001 139

Santiago, Salvador Farley, Frank H.  
Intrinsic and Induced Arousal in the Short- and Long-Term Retention of Film Content by Elementary School Children in Puerto Rico. Technical Report No. 274.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WU-CCL-TR-274  
Pub Date Feb 74

Contract—NE-C-00-3-0065  
Note—35p.; Report from the Program on Variables and Processes of Learning and Instruction

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Arousal Patterns, Attention, Cognitive Processes, \*Comprehension, Educational Research, Elementary School Students, Females, Grade 6, \*Instructional Films, Learning, Learning Processes, Learning Theories, Models, \*Retention

Identifiers—Puerto Rico

A study was designed to examine the contribution of intrinsic arousal (individual differences) and induced arousal to children's comprehension of film content with short- and long-term retention intervals. Intrinsic arousal was measured by a salivary response measure; induced arousal was manipulated by white auditory noise. The latter was presented while the subjects viewed a silent single-concept film on science. Both literal and inferential comprehension measures were used. Results showed that there was no significant main effect of intrinsic arousal level. However, there was a significant interaction between intrinsic arousal and white noise ( $p$  less than .0001). There was also a significant interaction between intrinsic arousal and retention level ( $p$  less than .0035), and between white noise and retention interval ( $p$  less than .0002). The results were discussed in terms of action decrement and inverted-U models of arousal and learning. (Author)

ED 096 961 IR 001 141

Powell, Russell H. Gleim, David E.  
Scientific and Technical Libraries in Kentucky. Kentucky Univ., Lexington, Coll. of Engineering.

Spons Agency—Kentucky State Science and Technology Commission, Frankfort.

Report No—UKY-TR73-73-ADM-1  
Pub Date Oct 73

Note—99p.  
Available from—ORES Publications, College of Engineering, University of Kentucky, Lexington, Kentucky 40506

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*Directories, Economics, Library Cooperation, \*Library Surveys, \*Sciences, \*Special Libraries, State Surveys, Tables (Data), \*Technology

## Identifiers—Kentucky

Based on initial questionnaires, plus followup contacts and interviews, this survey documents for the first time the holdings, rates of growth, and information resources available at 72 of Kentucky's scientific and technical libraries. Included are library book collections that emphasize the business, economic, biological, physical, medical, and engineering sciences. The study embraces a wide range of publicly and privately owned libraries, from million-volume university collections to industrial libraries holding only a few hundred specialized titles. Excluded from this study are small hospital libraries, college libraries without a separately administered science collection and public libraries (with the exception of the Louisville Free Public Library). Tables of summary data and a list of cooperative arrangements between these libraries are followed by individual profiles of each library, providing address, subject coverage and special collections, net holdings, loan policy, and hours of operation. There are three indexes to the profiles: institution name, librarian, and subject area. (Author/SL)

ED 096 962

IR 001 142

Thompson, Stephen K.  
An Analysis of Selected Utah Academic and Vocational Libraries.

Pub Date Sep 73

Note—55p; Master's Project, Brigham Young University

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—College Libraries, Comparative Analysis, Library Collections, Library Expenditures, Library Services, Library Surveys, Professional Personnel, State Boards of Education, Statistical Data, Vocational Schools

Identifiers—Utah

Seven small college libraries in the state of Utah were surveyed to determine collection size, fiscal status, orientation of clientele and services, organization and staffing, cooperative activities, and automation and planning. The survey used statistical data collected by the National Center for Educational Statistics and questionnaires sent to each institution. The purpose of the analysis was to assay the strengths and weaknesses of each library in relation to other libraries on a national basis. Also, the organizational structure of the state system of higher education, especially the State Board of Higher Education (SBHE) was examined to determine their effect on the education process and the libraries within the system. The results revealed that these libraries were somewhat deficient in net holdings, fiscal resources, early acquisitions, and professional staffing. Progressiveness was noted in terms of media emphasis and services to clientele. Automation and formalized planning procedures were not yet firmly established. It was recommended that the SBHE act to equalize budget allocations and to exert stronger leadership and that individual libraries work to increase acquisitions and to promote cooperative activity. (Author/SL)

ED 096 963

52

IR 001 143

Corman, Paula  
Narrative Evaluation Report on the Institute for Serving the Under-Served.

North Shore Community Coll., Beverly, Mass.  
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Oct 73

Note—135p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—College Libraries, Disadvantaged Groups, \*Institutes (Training Programs), \*Librarians, Library Programs, \*Library Services, Minority Groups, Outreach Programs, Public Libraries

Identifiers—Massachusetts, \*North Shore Community College

The North Shore Community College Library Training Institute, "Serving the Under-Served", was a five-day conference of public and community college librarians, designed to foster cooperation and communication and to focus attention on those people not being adequately served by either type of library. The activities of the Institute, including its planning, execution, and evaluation, are discussed. The individuals involved in the Institute, whether members of the planning team, faculty, advisory committee, or just a participant, are specified. The goals, for-

mat, and design of the Institute are discussed. The evaluation activities of the Institute with reference to the planning process, sessions, and attitude change are described and some conclusions are drawn. Specific problem areas for the Institute are mentioned. (WH)

ED 096 964

IR 001 144

McFall, Shirley Joyce

The Relationship Between Use of the Seaver Science Library of the University of Southern California and Selected Personal Characteristics of the Student Population.

University of Southern California, Los Angeles.  
School of Library Science.

Pub Date 74

Note—80p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—College Students, Information Needs, Library Research, \*Library Surveys, Special Libraries, Statistical Data, \*Student Characteristics, \*University Libraries, \*Use Studies

Identifiers—Science Libraries, University of Southern California

A study was undertaken to examine the relationship between use of Seaver Science Library at the University of Southern California and selected personal characteristics of students in four science classes (two undergraduate, two graduate), selected from those courses for which materials were on reserve at Seaver library. A questionnaire was administered to the four classes during class time, and the 162 usable responses were analyzed statistically on an IBM 360 computer. Results proved use of Seaver library to be highly course related and showed a strong correlation between class standing and increased use of books, journals, indexes and abstracts, reference service, and card catalog. The statistical data has been presented in numerous tables, and the appendix includes the questionnaire and a bibliography. (Author/LS)

ED 096 965

IR 001 145

Christine, Emma Ruth, Comp.

A Curriculum Outline for Training School Library Media Specialists.

Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.

Spons Agency—American Library Association, Chicago, Ill.; Knapp Foundation of North Carolina, Inc.; Moynock; Office of Education (DHEW), Washington, D.C. Office of American Indian Affairs.

Pub Date Jun 73

Note—200p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Course Content, \*Course Descriptions, Course Objectives, \*Curriculum Guides, Librarians, Library Education, Library Schools, \*Library Science, Library Technicians, \*Media Specialists, \*Performance Based Education

Identifiers—Arizona State University

An outline of courses at Arizona State University for school library media specialists is given. Each of the courses is described by specifying the programs for which the course is required, the prerequisite courses, the textbooks and materials required, the module topics, and the course objectives. The modules, or subunits of the course, are further specified by describing the objectives of the module, an example of a mastery item, and its activities, materials, and information sources. Fifteen courses are outlined, which are either required for a B.A. minor in Library Science or an M.A. in education with school library media specialization. (WH)

ED 096 966

IR 001 146

Narrative Evaluation Report on the Leadership Training Institute, July 1, 1973 (through) June 30, 1974.

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Jul 74

Note—241p; For a related document see IR 001 161; Some pages may reproduce poorly

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Change Strategies, Communications, Evaluation, Experimental Programs, \*In-

stitutes (Training Programs), \*Leadership Training, \*Library Education, Library Science, \*Management Education, Program Evaluation, Workshops

Identifiers—Higher Education Act Title IIB, \*Leadership Training Institute

In its 1973-74 year the Leadership Training Institute (LTI) program focused on training needs in the areas of planning, evaluation, general management, and communications. The LTI team worked with directors and staffs of Title II-B institutions to increase librarians' skills in service to isolated communities, adults, and community colleges. Activities included: providing leadership training to institute directors and staffs and other key professional personnel; disseminating edited Title II-B institute reports through ERIC and in short topical papers, plus the development and distribution of package programs and instructional materials for use by trainers; providing technical assistance to Institute staffs through on-site visits, micro-workshops, dissemination of reports, newsletters, and other communications; and organizing, structuring, and evaluating meetings of key educators, representatives of national associations and other professionals to plan and coordinate strategies for change in library education. The bulk of the report consists of letters, institute and seminar agendas and proceedings, evaluations, evaluation questionnaires, site visit reports, workshop reports, and an example of the LTI newsletter "etcetera." (Author/LS)

ED 096 967

IR 001 147

Zunde, Pranas, Ed.

Information Utilities. Proceedings of the 37th ASIS Annual Meeting, Vol. 11.

American Society for Information Science, Washington, D.C.

Pub Date 74

Note—278p.

Available from—Publications Division, American Society for Information Science, 1155 16th Street N.W., Suite 210, Washington, D.C. 20036 (\$14.50 to ASIS members; \$17.50 others)

Document Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), \*Conference Reports, Data Bases, \*Information Science, \*Information Services, Information Systems, Information Theory, Library Research, \*Relevance (Information Retrieval), Semiotics, Use Studies

Identifiers—Bibliometrics, Project Infut

This volume represents a partial collection of papers scheduled for presentation at the 37th conference of the American Society for Information Science, held October 13-17, 1974. The 57 papers are grouped into 10 sections roughly corresponding to the 10 technical sessions of the conference: implications for information utility, data base management, processing for information retrieval, facilities and services, information use and user needs, bibliometric analysis of trends, semiotic implications, human information processing, education and research, and Project Infut (Information Utility). (Author/SL)

ED 096 968

52

IR 001 148

Institutes for Training in Librarianship. Final Report.

Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 72

Grant—OEG-0-71-8507(319)

Note—21p; Report of an Institute (Denver, Colorado, October 2 through 16, 1971)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Community Colleges, Evaluation Criteria, \*Institutes (Training Programs), Library Programs, \*Library Technicians, \*Minority Groups, Minority Role

Identifiers—\*Denver Community College

A two week, part-time institute, formed by the Community College of Denver to acquaint library supervisors with minority life-styles and aspects of employing minority library technical assistants, is described and evaluated. The first part of the document describes the Institute, its chosen problem, plan, and program. The personnel and participants in the institute are described with some observations by the director. The second part of the document presents the evaluation which was performed by an outside training consultant. Also given are the objectives, procedure,

and results of the evaluation along with some general evaluation comment. (WH)

**ED 096 969** IR 001 149

Campbell, D. J.  
Small Technical Libraries; A Guide for Librarians Without Technological Training.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—40p.

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, New York 10016 (\$1.95)

Document Not Available from EDRS.

Descriptors—\*Guidelines, Library Instruction, \*Library Technical Processes, \*Sciences, \*Special Libraries, \*Technology  
Identifiers—Science Libraries, \*Technical Libraries

Using the term technical to include scientific libraries, this guide is designed to aid librarians who, without having a technical background, find themselves working in a small technical library. An overview is presented of the field of technical librarianship—professional associations, working environment, and the relationship of the library to the parent institution. Instructions are provided for the physical organization of the library, for the acquisition and processing of materials, and for information service to clients in the form of current awareness bulletins, translation, and bibliographies. A classified bibliography of further reading is appended. (SL)

**ED 096 970** IR 001 150

Evaluation Report for Institute for Public Libraries in Service to Young Children, 1972-1973. Learning Inst. of North Carolina, Durham.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—72p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Curriculum Development, Early Childhood Education, \*Library Education, \*Library Services, \*Library Surveys, Practicums, \*Preschool Children, Program Descriptions, Program Evaluation, \*Public Libraries, Questionnaires

Identifiers—\*Early Childhood Specialist Library Program, Higher Education Act Title IIB, North Carolina

The School of Library Science of North Carolina Central University continued for a second year its Title II-B Higher Education Act project designed to help meet the manpower needs of the public library profession as well as to recruit and train librarians for more effective use of the diverse learning media and resources appropriate for young children. The overall goals of the 1972-73 project extended the previous goals which were: to locate and describe public library services for young children in North Carolina, to recruit public librarians in service who will benefit from the Early Childhood Specialist Library Program, and to utilize data gathered from the field and from the students to expand the library school's curriculum. The results of the second field survey are reported in the appendix. The first year evaluation report was cited as ED 088 479. (Author/SL)

**ED 096 971** IR 001 151

Sydow, James Armin

Secondary Athletics and the Computer.

Total Information Educational Systems (TIES) Project, Roseville, Minn.

Pub Date Jan 74

Note—52p.; Paper presented at the National Association of Users of Computer Applications to Learning (Minneapolis, Minnesota, November 7-9, 1974); For a related document see IR 001 152

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Athletic Coaches, Athletic Programs, \*Computer Assisted Instruction, Computer Oriented Programs, \*Physical Education, Problem Solving, Scheduling, Scoring, \*Secondary Education, Simulation, Statistical Analysis, Time Sharing

A study was made to explore how a time sharing computer system can help the coach of high school sports. A structural analysis determined

that the computer's capability to process information helps the coach: (1) store large quantities of information; (2) perform numerous operations in a very short amount of time; (3) provides consistent accuracy while also providing versatility. Next, a computer model encompassing thirteen sports was grouped according to each sport's individual needs. This grouping enabled a coach to develop general types of computer programs for "common" activities. Here, the computer was used as a problem solving tool to assist the coach in the analysis of activities and the data which they generate. The programs need to be sufficiently general to suit a variety of coaches and activities, but have built in definable parameters to meet specific needs. Five areas of secondary athletic computer application areas have been: simulations, scheduling, scoring, statistics, and scouting. As a result, a great deal of a coach's time has been saved and a more meaningful type of information has been obtained from computer usage. (WCM)

**ED 096 972** IR 001 152

Sydow, James Armin

Computers in Physical Education.

Total Information Educational Systems (TIES) Project, Roseville, Minn.

Pub Date Nov 74

Note—15p.; Paper presented at the National Association of Users of Computer Applications to Learning (Minneapolis, Minnesota, November 7-9, 1974); For a related document see IR 001 151

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Athletic Programs, \*Computer Oriented Programs, Course Organization, Curriculum, Elementary Education, Games, \*Physical Education, Physical Education Facilities, Scheduling, Secondary Education, Simulation, \*State of the Art Reviews

Although computers have potential applications in the elementary and secondary physical education curriculum, current usage is minimal when compared to other disciplines. However, present trends indicate a substantial growth in the use of the computer in a supportive role in assisting the teacher in the management of instructional activities. Toward this end, computer programs can help solve problems such as the handling of data and the organization and scheduling of school facilities for physical education classes. Also, the information retrieval process may be used to record supplies maintained in the department. Computer data can also be used to analyze student performance in a particular activity. Athletic simulations of sport action games such as golf, softball, or volleyball are popular with secondary students and allow strategies of play to be tested and investigated for decisions. In addition, programs may be written by students to underscore the teaching of concepts. Many benefits are derived when the student via the program must teach the computer exactly what to do. Here, a necessary transition must be made from mental knowledge and benefits of an activity to the physical engagement of the activity. (WCM)

**ED 096 973** 52 IR 001 153

Jones, Roland

Library - ABE (Adult Basic Education) Project. Final Report.

Floyd County Public Schools, Prestonsburg, Ky.; Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 31 May 73

Note—176p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—\*Adult Basic Education, Adults, Bookmobiles, Demonstration Projects, \*Disadvantaged Groups, \*Library Cooperation, Library Services, Objectives, \*Outreach Programs, Participant Satisfaction, Program Costs, Program Evaluation, \*Reading Materials

Identifiers—Appalachian Adult Education Center, \*Kentucky, Life Coping Skills

The federally funded Library-ABE project in Floyd County, Kentucky was designed to demonstrate the cooperation of public libraries and adult basic education (ABE) programs in providing services and materials which would enhance the education of the ABE student. Many adult

students were introduced to public library services for the first time through the use of a bookmobile and a visit to the local regional library. The bookmobile also delivered print and nonprint materials to ABE classes and made door-to-door visits to recruit disadvantaged adults for ABE classes and encourage them to use the library. ABE teachers and librarians worked together to compile reading lists appropriate to the students. The project was deemed a success in improving the attitudes of disadvantaged adults toward both the library and ABE programs. The bulk of this report consists of comments by library staff and ABE teachers and students, plus a breakdown of program costs and an annotated bibliography of project materials, arranged according to the Life Coping Skills categories of the Appalachian Adult Education Center. (SL)

**ED 096 974** 40 IR 001 155

Lerner, Janet W. Schuyler, James A.

Computer Applications in the Field of Learning Disabilities. Final Report.

Northwestern Univ., Evanston, Ill. Dept. of Communicative Disorders.

Bureau No—BR-23-1769

Pub Date Aug 73

Grant—OEG-0-71-3736(603)

Note—102p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Computer Oriented Programs, Computer Science, \*Computer Science Education, Concept Formation, Course Evaluation, Curriculum Enrichment, Diagnostic Teaching, Individualized Instruction, Information Dissemination, \*Learning Disabilities, Simulation, \*Teacher Education, Teaching Procedures, \*Training Techniques

A study was made to investigate the uses of the computer in the field of learning disabilities and to improve the education and training of prospective learning disabilities specialists. This was accomplished by applying the ideas, concepts, methods, and procedures of the computer sciences to the curriculum of a program that prepares special personnel for the field of learning disabilities. The specific objectives were: (1) to develop interactive computer programs that would simulate the diagnostic and clinical-teaching processes and to implement those procedures within the curriculum of the learning disabilities program, and (2) to develop a mode for a course that would introduce the learning disabilities specialist to certain fundamentals of computer technology and to implement such a course within the learning disabilities curriculum. This report describes those two aspects of the project, as well as several related computer developments, certain sample programs, and a report of evaluation and dissemination procedures. (Author/WCM)

**ED 096 975** IR 001 156

Pierson, Donald E. Yurchak, Mary Jane H.

The Brookline Early Education Project: One Model for an Early Start.

Pub Date 8 Jul 74

Note—13p.; Paper presented at the American Library Association Annual Conference (New York, N.Y., July 8, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Black Community, Disadvantaged Environment, Disadvantaged Youth, \*Educational Environment, Educationally Disadvantaged, Family Environment, Family Programs, Infancy, Library Programs, \*Medical Services, \*Parent Education, \*Preschool Children, Preschool Education, Program Descriptions, Program Evaluation, Spanish Americans  
Identifiers—BEEP, \*Brookline Early Education Project, Massachusetts

The Brookline Early Education Project (BEEP) has been initiated by the Public Schools of Brookline, Massachusetts to help parents provide an optimum learning environment for their children throughout the preschool years. Enrollment in BEEP begins at birth and the project provides educational and diagnostic services, including pediatric care. Each family is assigned a teacher with child development experience, who acts as a liaison with BEEP and helps the family use the many services of the project. The main educational themes of BEEP are the focus on the family and the treatment of the babies as healthy individuals. A comprehensive evaluation of BEEP is

in progress and for this Black and Spanish-speaking families from Boston were added to the project to give a more representative cross-section. Implications for libraries are suggested. (WH)

**ED 096 976** IR 001 157

Jones, Ben. Comp.  
A Catalog of Nonprint Materials Useful in Computer Related Instruction.

Lane County Intermediate School District, Eugene, Oreg.  
Pub Date 73  
Note—66p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Audiovisual Aids, Catalogs, \*Computer Assisted Instruction, \*Computer Science Education, Elementary Education, Films, Filmstrips, Phonograph Records, Phonotape Recordings, \*Resource Guides, Secondary Education

The first part of this catalog of nonprint materials lists alphabetically available films, filmstrips, audiotapes, and records useful to those in computer science education. Also included in this section is: grade level, running time, whether color or black-and-white, and the rental cost. Part two is a subject index. The final section of the catalog is a source list with addresses. (WCM)

**ED 096 977** IR 001 158

Keefe, T. A. J.  
The Sharing of Canadian Educational Computing Resources.

Department of Communications, Ottawa (Ontario), Educational Technology Branch.  
Pub Date 18 Oct 74

Note—9p.; Paper presented at the EDUCOM Fall Conference (Toronto, Ontario, Canada, October 18, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Computer Oriented Programs, \*Conference Reports, Educational Development, Educational Needs, \*Educational Technology, Federal State Relationship, State Federal Aid, State Federal Support, Time Sharing

Identifiers—Canada, Canadian University Computer Network Program, Educational Technology Program, EDUCOM

The Canadian Government has established the Educational Technology Program to encourage the effective utilization of technology to meet educational needs. The success of this program at the federal-provincial level underlies its timeliness and importance. In the area of computer resource sharing, the federal government is aware of the diversity among the provinces in terms of their needs, resources, priorities and stages of development. Thus, each province is being approached to determine to what extent it wishes to work jointly with the federal government in this or other areas of educational technology. (WCM)

**ED 096 978** IR 001 159

Coldeway, Dan O. And Others  
Comparison of Small-Group Contingency Management with the Personalized System of Instruction and the Lecture System.

Illinois Univ., Chicago.  
Pub Date Oct 74

Note—19p.; Paper presented at the Conference on Research and Technology in College Teaching (Chicago, Illinois, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College Students, Comparative Analysis, Individualized Curriculum, \*Individualized Instruction, Instructional Improvement, Instructional Innovation, Instructional Programs, \*Lecture, Performance Based Education, \*Psychology, \*Teaching Methods

Identifiers—Keller Plan, Mastery Learner, \*Personalized System of Instruction, PSI

An experiment compared three methods of instruction in an introductory course in psychology. The first method utilized groups of three students and required that all three students meet the criterion on each unit of material in the course before being allowed to continue on to other units. This system also required that students do all remediation for other members of the groups, giving examinations, scoring examinations, and reporting examination scores to proctors. This group was compared with the standard Keller

course taught during the same quarter and a third lecture course also taught the same quarter. Performance was measured by final examination score and total points accumulated in the course for all three groups. Results indicate that the group and the Keller group did not differ on performance measures but both groups performed better than the lecture group and rated the course more favorably. (Author)

**ED 096 979** IR 001 160

Bertram, Charles L.  
Description of Procedures Used to Indicate the Need for a Preschool Television Program.

Appalachia Educational Lab., Charleston, W. Va.  
Pub Date 15 Apr 74

Note—9p.; Paper presented at the American Educational Research Association Annual Conference (Chicago, Illinois, April 15-19, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Preschool Children, \*Programming (Broadcast), \*Program Proposals, Speeches

Identifiers—Appalachia Educational Laboratory

A study was made to: (1) describe a series of procedures designed to assess the need for a new preschool television series; (2) achieve consensual validation of the procedures to be used in the series of studies; and (3) discuss the management procedures and organizational problems involved in the completion of the studies. The general methods used for the needs and capability documentation were: (1) to review appropriate literature; (2) to develop criteria for a preschool television program; (3) to measure the reaction of children to different television programs; and (4) to get reactions based on the criteria to the proposed program from the various consumer groups. Initially, there was difficulty in obtaining consensus concerning the primary focus of the studies. Nevertheless, the studies concluded that: (1) a preschool television series was needed and that the Appalachia Educational Laboratory was capable of developing such a series; (2) many of the procedures, such as the measuring of children's interest in television programs, were very effective; (3) other procedures, such as attempts to measure consumer groups' reactions to children's television programs, were not only effective, but also yielded benefits of a diffusion nature beyond those of singularly assessing product effectiveness. (WCM)

**ED 096 980** IR 001 161

Narrative Evaluation Report on the Leadership Training Institute. July 1, 1972 (through) June 30, 1973.

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 73  
Note—62p.; For a related document see IR 001 146

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Evaluation, Experimental Programs, \*Institutes (Training Programs), \*Leadership Training, \*Library Education, \*Management Education, Program Descriptions, Workshops

Identifiers—Higher Education Act Title IIB, \*Leadership Training Institute, Reforma Conference

During the 1972-1973 year the Leadership Training Institute (LTI) implemented a variety of program activities to improve training skills, to assess needs, and to package certain products for dissemination to the profession in general. Specific activities included training sessions, on-site visits, development of instructional materials, and planning meetings with key professional groups. LTI has also edited reports from Title IIB institutes for inclusion in ERIC. All of these activities are described in detail, and there is a specific section on evaluation which includes an internal assessment and description of training activities. Appendices include: training sessions participants, formats, agendas, and evaluation forms; correspondence; site visit reports; and information on the Reforma Conference and other LTI activities. (Author/LS)

**ED 096 981** IR 001 162

Bosseau, Don, Ed.  
University of California, San Diego Serials System. Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 73

Note—114p.

Available from—LARC Press, Ltd., 105-117 W. Fourth Avenue, Peoria, Illinois 61602

Journal Cit—Computerized Serials Systems Series, v1 n2

Document Not Available from EDRS.

Descriptors—Computers, Data Processing, Information Processing, Information Systems, \*Library Automation, Library Technical Processes, \*Serials, \*University Libraries

Identifiers—\*University of California San Diego

In 1961 the University of California at San Diego library began design of a computerized serials system with 700 entries. From this a sophisticated system has evolved (through three computers) with 30,810 serial entries in 1973. Using batch processing, the computer generates copies of a union list of university serials holdings, copies of serials lists for each of the branch libraries, and an expected arrivals list used for checking in newly received issues, for which cards are punched for input into the master file. Lists of volumes to be bound are also generated, and information on missing issues and claims can be obtained. Examples of printout information are shown, and the appendices include systems flow charts, processing and operating instructions, and systems programs. (LS)

**ED 096 982** 95 IR 001 163

Humphrey, Allan J.  
Survey of Selected Installations Actively Searching the ERIC Magnetic Tape Data Base in Batch Mode. Final Report. Volume I.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—ILR-74-003

Pub Date Jun 73  
Note—96p.; For a related document see Volume II, IR 001 164

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Computer Oriented Programs, Data Bases, Educational Research, \*Information Centers, Information Scientists, Information Services, Librarians, Program Costs, \*Search Strategies, State of the Art Reviews, \*Surveys, Use Studies

Identifiers—Batch Mode, \*Educational Resources Information Center, ERIC

Findings of a survey of 29 selected information centers that use computers to search the Educational Resources Information Center (ERIC) data base in batch mode are reported. The survey was conducted from December 1972 to May 1973. The report includes some general observations based on the information gathered, a brief description of two "typical" centers surveyed, more detailed descriptions of twenty individual information centers, and a table of selected data from all 29 centers. Descriptions of individual installations include information concerning services offered, mode of operation, interface with clients, charges levied for services, computing hardware and software used, staffing, and other topics. (Author)

**ED 096 983** 95 IR 001 164

Humphrey, Allan J.  
Survey of Selected Installations Actively Searching the ERIC Magnetic Tape Data Base in Batch Mode. Final Report. Volume II.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Jun 73

Note—268p.; For a related document see Volume I, IR 001 163

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

Descriptors—\*Computer Oriented Programs, Data Bases, Educational Research, \*Information Centers, Publications, Search Strategies, \*Surveys

Identifiers—Batch Mode, Educational Resources Information Center, ERIC

Volume II of a survey of 29 selected information centers that use computers to search the Educational Resources Information Center (ERIC) data base in batch mode consists solely of printed materials obtained from twelve information centers. These materials include such items as system descriptions, input forms, search evaluation forms, promotional brochures, and

## 88 Document Resumes

miscellaneous reports produced by the respective installations. (Author/WCM)

**ED 096 984** IR 001 165

*Schipma, Peter B., Ed.*  
**Four-Year Summary, Educational and Commercial Utilization of a Chemical Information Center, Part I.**

Library Automation Research and Consulting Association, Tempe, Ariz.  
Pub Date 74

Note—201p.; The LARC Reports, Volume 7, Issue 1; For a related document see Part II, IR 001 166

Available from—The LARC Reports, The LARC Association, Inc., 1024 Vista del Cerro, Tempe, Arizona 85282

**Document Not Available from EDRS.**

**Descriptors**—Bibliographic Coupling, \*Chemical Industry, \*Computer Oriented Programs, Data Bases, Government (Administrative Body), \*Information Centers, Information Retrieval, Information Systems, Program Descriptions, Search Strategies, Universities, \*Use Studies  
**Identifiers**—Illinois Institute of Technology

The major objective of the Illinois Institute of Technology (IIT) Computer Search Center (CSC) is to educate and link industry, academia, and government institutions to chemical and other scientific information systems and sources. The CSC is in full operation providing services to users from a variety of machine-readable data bases with minimal restrictions and a high degree of flexibility. A new modular machine-independent PL/I software system was developed for handling virtually any bibliographic-type data base. CSC's transferable programs have run at fifteen different computer facilities with different hardware computer models, versions of operating system, peripherals, and releases of the PL/I compiler. All data bases are converted by a preprocessor to standard IIT Research Institute (IITRI) format which employs a directory and character string type of file structure and are searched by a software system that employs the novel IITRI-developed Least Common Bigram search screen technique. Part I of this two part study details: computer search center design and development; services; profile preparation and modification; software system; data bases—characteristics, statistics, and comparisons; use aids; user evaluation and feedback; education—user liaison; and center management and procedures. (Author/WCM)

**ED 096 985** IR 001 166

*Schipma, Peter B., Ed.*  
**Four-Year Summary, Educational and Commercial Utilization of a Chemical Information Center, Part II.**

Library Automation Research and Consulting Association, Tempe, Ariz.  
Pub Date 74

Note—115p.; The LARC Reports, Volume 7, Issue 2; For a related document, see Part I, IR 001 165

Available from—The LARC Reports, The LARC Association, Inc., 1024 Vista del Cerro, Tempe, Arizona 85282

**Document Not Available from EDRS.**

**Descriptors**—\*Chemical Industry, \*Computational Linguistics, \*Computer Oriented Programs, Data Bases, Educational Programs, \*Information Centers, Information Dissemination, Information Retrieval, Information Systems, Interdisciplinary Approach, Marketing, Search Strategies, \*Statistical Data, Systems Approach  
**Identifiers**—Illinois Institute of Technology

The major objective of the Illinois Institute of Technology Retrieval Institute (IITRI) Computer Search Center (CSC) is to educate and link industry, academia, and government institutions to chemical and other scientific information systems and sources. The CSC is in full operation providing services to users from a variety of machine-readable data bases with minimal restrictions and a high degree of flexibility. Research is conducted and statistics maintained to continuously study, monitor, and improve Center components including data bases, profiles, systems, personnel functions, and user services. Education and training is provided through seminars, workshops in profile preparation, and a graduate course in "Modern Techniques in Chemical Information." The educational and marketing efforts familiarize users and potential users with the many advantages of computerized retrieval. For additional information

see volume I of the report—IR 001 165. (Author/WCM)

**ED 096 986** IR 001 167

*Salton, G. And Others*  
**A Vector Space Model for Automatic Indexing.**  
Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.

Pub Date 74

Note—16p.; This document may not reproduce clearly due to small size of type

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Automatic Indexing, \*Information Retrieval, \*Information Science, Information Theory, \*Models, Thesauri  
**Identifiers**—Vectors

In a document retrieval, or other pattern matching environment where stored entities (documents) are compared with each other, or with incoming patterns (search requests), it appears that the best indexing (property) space is one where each entity lies as far away from the others as possible; that is, retrieval performance correlates inversely with space density. This result is used to choose an optimum indexing vocabulary for a collection of documents. Typical evaluation results are shown demonstrating the usefulness of the model. (Author)

**ED 096 987** IR 001 168

*Salton, G. And Others*  
**A Theory of Term Importance in Automatic Text Analysis.**

Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.  
Pub Date 74

Note—18p.; This document may not reproduce clearly due to small size of type

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Automatic Indexing, \*Automation, \*Content Analysis, Information Retrieval, Information Scientists, Models, Problem Solving, Thesauri

**Identifiers**—Discrimination Value Analysis, Space Density, Vectors

Most existing automatic content analysis and indexing techniques are based on work frequency characteristics applied largely in an ad hoc manner. Contradictory requirements arise in this connection, in that terms exhibiting high occurrence frequencies in individual documents are often useful for high recall performance (to retrieve many relevant items), whereas terms with low frequency in the whole collection are useful for high precision (to reject nonrelevant items). A new technique known as discrimination value analysis ranks the text words in accordance with how well they are able to discriminate the documents of a collection from each other; that is, the value of a term depends on how much the average separation between individual documents changes when the given term is assigned for content identification. The best words are those which achieve the greatest separation. The discrimination value analysis accounts for a number of important phenomena in the content analysis of natural language texts: (a) the role and importance of single words; (b) the role of juxtaposed words (phrases); (c) the role of word groups or classes, as specified in a thesaurus. Effective criteria can be given for assigning each term to one of these three classes, and for constructing optimal indexing vocabularies. (Author)

**ED 096 988** IR 001 169

*Johnson, Robert C., III*  
**Telecommunications Technology and the Socialization of Black Americans: Issues, Concerns and Possibilities.**

Washington Univ., St. Louis, Mo. Program in Technology and Human Affairs.  
Report No.—WU-THA-74/7

Pub Date Sep 74

Note—363p.; Master's Thesis, Washington University, Saint Louis, Missouri

**EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE**

**Descriptors**—\*African American Studies, \*Black Community, Cultural Background, Educational Technology, Literature Reviews, Masters Theses, Media Research, Media Technology, \*Negro Attitudes, Negro Education, Negro Leadership, Perception, Power Structure, \*Public Policy, Self Concept, Socialization, Socioeconomic Influences, \*Telecommunication

A study was made to explore and to assess the understanding and perceptions of communications technology held by the lay black community and black professional educators and to examine the implications of their perceptions and understanding for social policy. The methodological approach consisted of: (1) black educational historiography; (2) review of the literature; (3) analysis of the proceedings and reports of national, regional and local conferences on the needs and directions of black education; (4) survey research; and (5) the use of the scenario. Among the findings were: (1) there has been and is abusive use of technology on Blacks; (2) schools are now viewed as both a friend and foe; (3) black education has not been developed by Blacks themselves; and (4) Blacks generally have favorable attitudes toward educational technology, but are unaware of its vast potential and dangers. It is recommended that: (1) Blacks establish their own communications media data banks and informational systems; and (2) Blacks affect the staffing, programming, policies and development of white-controlled media and institutions of technology in order to mitigate or negate their adverse, inverse relations with Blacks. (WCM)

**ED 096 989** IR 001 170

*Mills, Gladys H. Tupper, Pat*  
**Networking: Will It Work for State Education Libraries?**

Pub Date 74

Note—24p.; Paper presented at the Annual Meeting of the Special Libraries Association (Toronto, Ontario, June 1974) and the National Legislative Reference Librarians' Meeting (Albuquerque, New Mexico, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Educational Legislation, Federal Legislation, \*Information Networks, Information Services, \*Legislative Reference Libraries, Library Automation, Library Cooperation, \*Library Networks, Library Surveys, Questionnaires, State Departments of Education, State Legislation, \*State Libraries

A pilot survey was conducted to determine if a network of existing libraries serving state education agencies would be of value in promoting general exchanges of information on educational programs and on state and federal education legislation. A 47-item questionnaire was sent to directors of legislative reference services and state libraries and commissioners of education in seven states. Results were collected by telephone. Because the responses were inconclusive with respect to the survey goal, a further study was recommended to discover how much coordination is needed and what the states are willing to do to promote a network. The questionnaire and a list of respondents are appended. (PF)

**ED 096 990** IR 001 171

*Spalsburg, Jeff R.*  
**Equipment and Personnel Needs for an Instructional Materials Center Developing Individualized Instruction.**

Colorado Individualized Instruction Consortium Project, Golden.

Pub Date Jun 73

Note—13p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Audiovisual Centers, Consortia, \*Guidelines, \*Individualized Instruction, \*Instructional Materials Centers, Material Development, Personnel Needs

**Identifiers**—Colorado Individualized Instruction, Consortia Project, Learning Activity Packets  
This general guideline for a Media Production Center generally concentrates on the equipment and personnel needs of a media center supporting the development of Learning Activity Packets for individualized instruction. Appendices contain lists of specific materials, both print and hardware, to be used by the project. (WCM)

**ED 096 991** IR 001 172

*Patrinostro, Frank S., Comp. And Others*  
**A Survey of Automated Activities in the Libraries of Asia and the Far East.**

Library Automation Research and Consulting Association, Tempe, Ariz.  
Pub Date 74

Note—124p.; World Survey Series, Volume 5  
Available from—LARC Press, Ltd., 105-117 W. Fourth Avenue, Peoria, Illinois 61602

**Document Not Available from EDRS.**

Descriptors—\*Computers, \*Information Services, \*Library Automation, \*Library Services, Library Technical Processes, \*Program Descriptions, State of the Art Reviews

Identifiers—Hong Kong, Indonesia, Japan, \*Southeast Asia

This volume is concerned with providing a cross-view of library automation developments in the Orient and throughout Southeast Asia. The first part provides an overview of computer and information developments in Southeast Asia which relate to library services. Various aspects of regional cooperation are described, and the advancement of communication technologies and information transfer is outlined, explaining the role played by UNESCO, the International Council of Scientific Unions, and the Asian Institute of Technology. This section also includes the outline of a course taught at Chulalongkorn University on the mechanization of library and information services. Part 2 reports on the experiments in computer-based systems in Indonesia. A listing of the periodical subscriptions of the Indonesian National Scientific Documentation Center was chosen as the subject of the experiment reported. The third part provides a comprehensive overview of computer applications in the libraries of Japan, focusing primarily on university libraries. Part 4 seeks to outline the progress being made by libraries in Hong Kong, and part 5 is a summary listing of the various activities underway in this entire region of the world. (Author/SL)

ED 096 992 52 IR 001 173  
Mathews, Virginia H.

**Narrative Evaluation Report on the Institute for Strengthening Librarians' Capability to Elicit and Respond to the Felt Needs of Minority/Culturally Isolated/Disadvantaged Persons and Groups in the Southwest.**

Oklahoma Univ., Norman. School of Library Science.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Oct 72  
Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Communication (Thought Transfer), \*Disadvantaged Groups, \*Institutes (Training Programs), \*Librarians, Library Services, Minority Groups, \*Outreach Programs, Program Effectiveness, \*Regional Planning, Statewide Planning

Identifiers—Arizona, Arkansas, New Mexico, Oklahoma, \*Southwest, Texas

At an institute at the University of Oklahoma, some 85 people from Arkansas, Arizona, New Mexico, Texas, and Oklahoma discussed ways to improve cross-cultural and user developed library services to all types of disadvantaged persons. The participants were librarians and representatives of the minorities, the culturally different, and the poor. Following a factual presentation of economic and educational statistics for the six-state area, panel and group discussions were held. Blocks of time were devoted to meetings of groups by state, in which action plans were drawn up. Also discussed were regional interstate services which might assist the states and the American Library Association Office of Library Service to the Disadvantaged in achieving improved service nationwide. While it was felt that many technical aspects of the institute could have been improved, the program proved strong in the communication among participants, in its consortium-type sponsorship, and in its articulated structure which took into account the fact of local, state, regional, and national complementary responsibility. (Author/SL)

ED 096 993 IR 001 174  
Greenberg, Esther

**Innovative Designs for Acquisitions and Cataloging Departments as a Result of Library Automation.**

Case Western Reserve Univ., Cleveland, Ohio. School of Library Science.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 74  
Note—33p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Cataloging, Library Acquisition, \*Library Automation, Library Networks, Libra-

ry Surveys, \*Library Technical Processes, Management, On Line Systems, \*Organizational Change, \*Program Descriptions, University Libraries

Identifiers—Great Britain, Scandinavia, United States

Visits were conducted to 20 libraries, networks, or services in the United States, Great Britain, and Scandinavia to study the facilities and management techniques involved in the automation of cataloging and/or acquisitions departments. Of the total number of visits, 3 were made to public library situations, 3 to commercial services, and 16 to academic settings. Descriptions were made of the system at each library and its plans for change. It was concluded that most of the libraries observed were still very involved in designing and implementing the technical aspects of their systems and were not yet at the point of considering the implications of automation in terms of work flow and staffing changes. The one consistent departure from conventional work flow patterns was the separation of cataloging-with-copy procedures from catalog departments and making these procedures an intrinsic part of the acquisitions process. It is possible that in the future cataloging and acquisitions departments could be merged into a single technical services division whose computer and staff would handle all such processes. (Author/SL)

ED 096 994 52 IR 001 175  
Prentice, Ann E.

**Narrative Evaluation Report on the Institute for Library Leadership Development For Inner City Services.**

Columbia Univ., New York, N.Y. School of Library Science.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 72

Note—61p.; Report period: September 1971 to January 1972

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—Attitude Tests, \*Changing Attitudes, \*Inner City, \*Institutes (Training Programs), Leadership Training, \*Librarians, Library Services, \*Outreach Programs, Pilot Projects, Program Evaluation, Questionnaires

Twenty experienced librarians and two alternates from school, college, and public libraries serving the inner city met twice weekly during fall 1971 in an institute concerned with library leadership development for services to the inner city. One day a week was devoted to field trips and another to speakers, discussion, and other activities at the School of Library Science, Columbia University. Forms to determine attitudes of participants were completed at the beginning of the institute and at the conclusion of the first six-week component devoted to the community. All field trips were evaluated by participants. Each participant was informally interviewed by the evaluator sometimes during the program. The institute was considered successful by the participants in that it provided new insights and new ideas. Attitudes of participants toward the inner city, its residents, and its organizations became more specific, and the view of community organizations became much more positive after the first component. Programs devised by participants were in large part well planned, and most included innovative elements in varying degrees. (Author)

ED 096 995 52 IR 001 176  
Thomas, Fleming A.

**Narrative Evaluation Report on the Institute for: Educational Media Technician. July 1, 1972-August 31, 1973.**

Burlington County Coll., Pemberton, N.J.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 73

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Audiovisual Aids, Correctional Education, Counseling, \*Library Education, \*Library Technicians, Media Specialists, Paraprofessional School Personnel, Prisoners, \*Program Evaluation, \*Rehabilitation Programs  
Identifiers—Burlington County College, New Jersey, Pemberton

The Educational Media Technician program at Burlington County College, Pemberton, New Jersey, ended its first year of operation August 31, 1973. The program had two main objectives: (1) to train and place students in jobs as paraprofessionals in libraries and media centers, (2) to train corrections institution inmates and parolees in library or media related fields to improve their chances of finding an alternative way of life. The program succeeded best with training and placing regular college students, although few libraries in the local area were found to be prepared to pay appropriate salaries for trained paraprofessionals. The media technician program was too narrow to suit the interests and life situations of the inmates and parolees. Few of the institutional participants became media technicians, but many were helped by counseling and other factors of the college environment. An outside evaluator's report and an outline of the program are appended. (Author/PF)

ED 096 996 IR 001 177

Bunderson, C. Victor

**The TICCIT Project: Design Strategy for Educational Innovation. ICUE Technical Report No. 4.**

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—BYU-ICUE-TR-4

Pub Date Sep 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Cable Television, Community Colleges, \*Computer Assisted Instruction, Computer Oriented Programs, Computers, Cost Effectiveness, Educational Philosophy, Educational Strategies, \*Educational Television, Instructional Design, \*Instructional Innovation, Instructional Technology, \*Learning Processes  
Identifiers—Brigham Young University, Minicomputers, Mitre Corporation, \*TICCIT, University of Texas CAI Laboratory

The educational contributions and courseware design strategies which have evolved at Brigham Young University in the course of developing TICCIT (Time-sharing Interactive Computer-Controlled Information Television) are given. The Mitre Corporation and the University of Texas CAI Laboratory also cooperated in this project, which is an advance version of computer-assisted instruction. Discussed is a systems approach to educational goals and needs and the derivation of goals from needs and values. Specified in this report are some parameters of the TICCIT courseware system and the design strategy, learner control, and mastery techniques used by the developers. The roles of students, teachers, and other educators are outlined in the context of the instructional needs in mathematics and English at community colleges. The paper ends with a discussion of effectiveness goals and institutional goals of TICCIT. (WH)

ED 096 997 IR 001 178

Carmon, James L.

**"SDI—Where are We? The Challenge of the Future." The Information Dissemination Center View.**

Georgia Univ., Athens.

Pub Date Oct 74

Note—19p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—Bibliographic Coupling, \*Computer Oriented Programs, Data Bases, \*Information Centers, Information Dissemination, Information Networks, \*Information Retrieval, Information Scientists, Library Reference Services, Library Science, Man Machine Systems, On Line Systems, \*Search Strategies, Speeches, Use Studies

Identifiers—SDI, Selective Dissemination Of Information

The historical and current status of information dissemination centers and the problem of user interface are reviewed. During the past decade, the problems of technical data processing have been conquered; information dissemination has evolved from a loosely knit group of experimental centers to an organization of established centers, many

operating multiple data bases. Competitive data bases are becoming available in a number of subject fields, putting the centers in a better bargaining position with the data base producers. However, on-line retrieval, resource sharing, and networking must solve the common problem of user interface before anyone or any combination of these operating modes can be really effective. Interactions between the user with his question, the intermediary (the profile code processor), and the search system with its data base are critical to continued evolution of information centers. The intermediaries will, for some time, be the most effective bridge between the users and the computer-based retrieval services. The breakthrough needed for both on-line and batch retrieval systems is the understanding, modelling, and simulation of the man-machine interfaces which are now handled by the intermediaries. (WCM)

**ED 096 998** IR 001 179

Carroll, John M.  
The Computer "Discredit Bureau": An Extension of a Community Information Utility.  
University of Western Ontario, London. Dept. of Computer Science.  
Pub Date Oct 74

Note—6p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Community Service Programs, \*Community Services, \*Computer Oriented Programs, Computers, Consumer Education, \*Consumer Science, Credit (Finance), Data Bases, Information Centers, \*Information Processing, Information Retrieval, Utilities  
Identifiers—\*Canada

The "Discredit" Bureau borrows some of the computerized information-processing techniques adopted by credit-reporting agencies and uses them in the interest of consumers to help them press complaints against suppliers and prospective employers. This is an additional service currently being incorporated into those already afforded by a computer-based voluntary information utility dedicated to community service. It is one phase of a continuing study "in vivo" of the potential role of computing and communications technology in community-wide information interchange. (Author)

**ED 096 999** IR 001 180

Gottlieb, Calvin C.  
National Policies for Information Processing (With Special Attention to the Canadian Experience).  
Pub Date Oct 74

Note—24p.; Paper presented at the Fall Conference of EDUCOM (Toronto, Ontario, October 1974)

Available from—Entire Proceedings of the EDUCOM Fall Conference, October 16-18, 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Computer Science, \*Government Role, Information Networks, \*Information Processing, Policy Formation, \*Public Policy, Revenue Sharing, State Action  
Identifiers—\*Canada, EDUCOM

A study was made of the aims governments have with respect to computers and what methods they have at their disposal for achieving these aims. The Canadian experience provided an example. In general, throughout the world, governmental objectives with regard to computers come under three headings: (1) to use computers effectively in governmental operations, (2) to promote an indigenous computer industry, and (3) to direct and regulate computer growth. The methods available for promoting these objectives involve passing legislation and allocating money. In Canada, a redefinition of the powers and a desire to establish a distinctive "Canadian" approach has resulted in a conscious and intense study of information processing and related technologies. However, although it is not difficult to agree on general principles and goals, it is enormously difficult to translate these principles into programs which further national goals. In Canada, the federal government has adopted a decentralized approach of computer services, while at the provincial level, the trend is toward centralization. The general position in Canada is that computer services and software industries are to remain largely unregulated; the problem of

whether to participate in a computer network remains unresolved. (WCM)

**ED 097 000** IR 001 181

Werner, David J.  
Information Systems for Problem-Oriented, Interdisciplinary Education.  
Southern Illinois Univ., Edwardsville. School of Business.

Pub Date Oct 74  
Note—5p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Business, College Students, Computer Oriented Programs, Data Bases, \*Educational Methods, \*Experimental Programs, Information Retrieval, Information Seeking, Information Storage, \*Interdisciplinary Approach, \*Problem Solving  
Identifiers—\*Problem Laboratory, Southern Illinois University

An educational methodology for the development of interdisciplinary, problem-solving skills was developed. Called the problem laboratory, the approach focuses on linking the student with the real problems of real organizations through specifically designed data bases. Students are presented with a brief problem statement and proceed to solve the problem by querying the data base. The problem laboratory approach has been found to be successful in two years of operation in an experimental setting. Some of the difficulties of operating this type of program on an experimental basis are described along with problems that must be solved before large scale expansion can occur. (Author/WH)

**ED 097 001** IR 001 182

Piercy, Esther J. Sanner, Marian, Ed.  
Commonsense Cataloging: A Manual for the Organization of Books and Other Materials in School and Small Public Libraries. Second Edition, Revised.

Wilson (H. W.) Foundation, New York, N. Y.  
Pub Date 74  
Note—233p.

Available from—The H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452 (\$9.00)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, \*Cataloging, \*Check Lists, \*Library Materials, \*Manuals  
Identifiers—\*Nonprint Materials

Designed as a practical aid to the beginning cataloger, this guide details the procedures for cataloging and the physical processing of materials in a school or small public library. Both general principles and specific practices are outlined, from the organization of cataloging work to instructions for the typing and filing of catalog and shelf list cards. The cataloging rules presented are based on the Anglo-American Cataloging Rules and on Non-Book Materials: The Organization of Integrated Collections. Sample catalog cards illustrate the text. An appendix of checklists for decisions and practices, arranged in the same order as the text chapters, is designed to serve as the record of procedures for the individual library. (SL)

**ED 097 002** IR 001 183

Herman, Louis, Comp. Eisner, Joseph, Comp.  
The Plainedge Community: A Survey.  
Plainedge Public Library, Massapequa, N.Y.

Pub Date 74  
Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Community Agencies (Public), \*Community Characteristics, Community Education, Community Organizations, Community Programs, Community Recreation Programs, Community Schools, Community Services, Library Services, Municipalities  
Identifiers—Nassau County, New York, \*Plainedge School District

Various characteristics of and information about the area comprising the Plainedge School District in Nassau County, New York, are compiled in this survey. The information is collected in the following categories: census data, history, school district, other educational facilities, the library, community groups, recreation, other governmental services, business, tax rate and

valuation, transportation, utilities, and other services. (WH)

**ED 097 003** IR 001 184

Norman, Donald A.  
Memory, Knowledge, and the Answering of Questions.  
California Univ., La Jolla. Center for Human Information Processing.

Report No—UC-SD-CHIP-25  
Pub Date May 72  
Note—57p.; Paper presented at the Loyola Symposium on Cognitive Psychology (Chicago, Illinois, 1972)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Cognitive Processes, Digital Computers, Information Networks, \*Information Retrieval, Information Science, \*Information Storage, \*Memory, Recall (Psychological), \*Semantics, Simulation, Thought Processes, Visualization

An examination of the nature of memory reveals that the representation of knowledge cannot be separated from the uses of knowledge. The answering of questions is not a simple retrieval and response of stored information; rather the process is embedded in a general structural framework containing knowledge of the questioner, the question, and the world around. The teaching of knowledge requires an interactive process based on the knowledge the other person holds or lacks. A general formal structure for representing semantic information is proposed with examples of network structures for encoding general and specific knowledge. The structure is being tested by simulation on a digital computer. The result of these investigations is the realization that there is much more to the memory process than has heretofore been described in our theories. (Author/WH)

**ED 097 004** IR 001 185

Wootter, Harold Lewis, Jinnet F.  
The Utility of Computer Assisted Instruction; An Experimental Network.

Lister Hill National Center for Biomedical Communications, Bethesda, Md.  
Pub Date Oct 74

Note—5p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Computer Assisted Instruction, Cost Effectiveness, Data Bases, Facility Utilization Research, \*Information Networks, Information Retrieval, Information Storage, \*Interinstitutional Cooperation, \*Medical Education, Medical Schools, Universities  
Identifiers—\*Lister Hill

The Lister Hill Experimental Computer Assisted Instruction Network has existed since July 1972. It has connected three university data bases to as many as 80 user institutions. The paper presents a history of the network, compares computer-assisted instruction (CAI) with information storage and retrieval, and summarizes the uses made of the CAI materials offered over the network. (Author)

**ED 097 005** IR 001 186

Hillelsohn, Michael J.  
Student-Initiated Reports: Operational Analysis in the Evaluation of CAI Curricula. Professional Paper No. 15-74.

Human Resources Research Organization, Alexandria, Va.  
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No—HumRRO-PP-15-74  
Pub Date Sep 74

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Computer Assisted Instruction, Computers, Computer Science, \*Formative Evaluation, Individual Differences, \*Instructional Design, Instructional Improvement, Instructional Innovation, Management Systems, Operations Research, Program Evaluation, Student Attitudes, Student Characteristics, \*Student Opinion, Student Problems  
Identifiers—Army, Operational Analysis, \*Project IMPACT

Operational analysis is defined as a part of formative evaluation, taking place while a course is in progress. Student-perceived problems, as reflected by student-initiated reports, are the source of data for this phase of formative evaluation. The self-reporting techniques can reveal individual differences in student/learning-environment interactions which are not obtainable (or more difficult to obtain) by other means. The individual student's perceptions can then be used to improve the instructional program. This technique (report) is described, and some applications of the data for administrative purposes are discussed. The administrative staffing for the Project IMPACT operational computer-administered instruction course is described. (Author)

ED 097 006 IR 001 187

Ayer, Nancy L.  
CAIN and Its Users.  
National Agricultural Library (DOA), Washington, D.C.

Pub Date Oct 74

Note—8p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Agriculture, Agricultural Education, \*Agriculture, \*Bibliographic Citations, Bibliographies, \*Cataloging, Computer Oriented Programs, Computers, \*Data Bases, \*Indexing, Information Processing

Identifiers—CAIN, \*National Agricultural Library, Ohio College Library Center

CAIN is the computer cataloging and indexing system of the National Agricultural Library, a collection of information on agriculture and its related technologies. In this report is described the structure of the CAIN system and the various uses of the CAIN data bases. (WH)

ED 097 007 IR 001 188

Sterling, Christopher H.

The Media Sourcebook: Comparative Reviews and

Listings of Textbooks in Mass Communications.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date Aug 74

Note—60p.

Available from—National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Annotated Bibliographies, Broadcast Industry, \*College Curriculum, \*Mass Media, Publishing Industry, \*Textbook Evaluation, \*Textbook Selection, Textbook Standards

Identifiers—Educational Broadcasting Review, NAEB, Public Telecommunications Review

Some 350 textbooks (and volumes suitable as texts) are reviewed that are potentially useful in college and university courses in both broadcasting and mass media. The reviews were written over a 4-year period, each being an entry in itself with limited cross-reference. The first four parts appeared in 1971-72 in "Educational Broadcasting Review" (EBR) as an examination on books on broadcasting and general media topics published after 1960 and still available (in print) for potential adoption. The 1973 EBR and 1974 "Public Telecommunication Review" articles are updates of the original four essays, with each generally covering more than 50 related titles issued in the previous year or so. (WCM)

ED 097 008 IR 001 189

Report of the School Development Committee, Connecticut School Library Association.

Connecticut School Library Association.

Pub Date May 74

Note—31p.

Available from—Connecticut School Library Association, Bernice L. Yeasner, Sunbrook Road, Woodbridge, Connecticut 06525 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Instructional Materials Centers, Library Facilities, Library Programs, \*Library Surveys, Media Specialists, \*School Libraries, Statistical Data

Identifiers—\*Connecticut

In December 1973 the Connecticut School Library Association sent questionnaires on school

libraries and media centers to the principals of all public schools in the state. The results indicated that while schools in Connecticut have improved markedly in the areas of facilities and materials, there is a woeful inadequacy in the area of personnel. Data on per capita holdings, media personnel, support personnel, volunteers, facilities, administrative techniques, and a list of schools are presented in tabular form. (Author/PF)

ED 097 009 IR 001 190

Mosley, Isobel

Cost-Effectiveness Analysis of the Automation of a Circulation System.

Pub Date Aug 74

Note—146p.; Master's thesis, University of Sheffield, England

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Cost Effectiveness, Data Collection, Librarians, \*Library Automation, \*Library Circulation, \*Library Expenditures, Library Programs, Library Research, Library Science, Library Technical Processes, Models, Program Effectiveness, University Libraries, \*Use Studies

Identifiers—\*Colorado State University

A general methodology for cost effectiveness analysis was developed and applied to the Colorado State University library loan desk. The cost effectiveness of the existing semi-automated circulation system was compared with that of a fully manual one, based on the existing manual subsystem. Faculty users' time and computer operating costs were measured. Labor costs were broken down for each circulation activity and were established by means of a time study analysis. The study also considered all, and measured some, changes in effectiveness in meeting the objectives of the circulation department. The results indicate that the existing system is more expensive than the manual one, that the semi-automated system is more effective in saving user's time, and that the record-keeping for the automated system is less accurate than that of the manual system. (Author/WH)

ED 097 010 40 IR 001 192

Budde, James F. And Others

Formative Management: A Means of Molding Winning Programs. Project MORE Technical Report No. 1.

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—MORE-TR-1

Pub Date 73

Grant—OEG-0-71-0449(607)

Note—13p.; For related documents see IR 001 193-198

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Finance, Feedback, Formative Evaluation, \*Management Systems, \*Mentally Handicapped, \*Models, Organizational Development, Problem Solving

Identifiers—Mediated Operational Research for Education, Project MORE

At this time, those responsible for the retarded are asked to be accountable for new dollars spent. In most cases, tools and techniques that can be used to develop accountability models have not been integrated into systems that serve the retarded. This presentation deals with philosophies, tools, and techniques that can be used to improve present management systems. These new philosophies, tools, and techniques fall under the heading of Formative Management, which is discussed and compared with traditional techniques. (Author/WCM)

ED 097 011 40 IR 001 193

Coffing, Richard T. And Others

A Hypothetical Application of a Needs Analysis Methodology for Special Education Materials: A Scenario. Project MORE Technical Report No. 2.

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—MORE-TR-2

Pub Date Aug 74

Grant—OEG-0-71-0449(607)

Note—22p.; For related documents see IR 001 192-198

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Needs, Educational Technology, \*Exceptional Child Research, Instructional Materials, Media Selection, Mentally Handicapped, \*Special Education

Identifiers—Mediated Operational Research for Education, National Needs Analysis Design, Needs Assessment, Project MORE

A scenario illustrates how a prescriptive set of rules and procedures for identifying, defining, and measuring needs (a needs analysis methodology) can be applied to determining the need for instructional materials for severely/moderately retarded persons. The scenario describes hypothetically how a needs analyst with the National Needs Analysis Design might implement the three basic steps in the design: (1) identifying information users' concerns for information needs, (2) obtaining and reporting definitions of needs, and (3) obtaining and reporting measurement of need fulfillment. After reporting the result the needs analyst might begin a second iteration with other needs, needs, and/or definers of concern. In addition the needs analyst evaluates the utility of the information. The answers would be used by the needs analyst to revise the application of needs analysis procedures and to modify the procedures themselves, as necessary. (WCM)

ED 097 012 40 IR 001 194

Tucker, Dennis J. And Others

The Effects of Pictorial Stimuli on Direction Following of Mentally Retarded Adolescents. Project MORE Working Paper No. 300.

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—MORE-WP-300

Pub Date Aug 73

Grant—OEG-0-71-0449(607)

Note—22p.; For related documents see IR 001 192-198

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Adolescents, Associative Learning, \*Exceptional Child Research, Mentally Handicapped, \*Pictorial Stimuli, Stimulus Generalization, Verbal Stimuli, Visualization

Identifiers—Mediated Operational Research for Education, Project MORE

Two groups of retarded adolescents were presented sets of multiple verbal directions (imperative sentences). One group was exposed to pictures illustrating the objects and action of each direction in addition to the verbal directions. Subjects were required to carry out performances demanded by the directions. The direction-following behavior of the Verbal - Picture Group was found to be significantly superior to the Verbal Group. The groups did not differ significantly in sequencing their performances, i.e., carrying out the verbal directions in the order in which they were presented. Two possible explanations for the superior performance of the Verbal - Picture Group were offered: (1) pictures provided additional relevant stimuli which strengthened the stimulus-response relation between the spoken directions and the required performances; (2) pictures induced visual imagery which increased associations of the stimuli (pictures and spoken words) and the responses (direction-following). (WCM)

ED 097 013 40 IR 001 195

Cartwright, Charles J. And Others

Bridging the Research-Consumer Gap: Systematic Procedures to Obtain Commercial Dissemination of Educational Materials. Project MORE Working Paper No. 301.

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—MORE-WP-301

Pub Date Aug 73

Grant—OEG-0-71-0449(607)

Note—22p.; For related documents see IR 001 192-198

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Copyrights, Educational Technology, \*Government Role, \*Information Dissemination, \*Instructional Materials, Marketing, \*Mentally Handicapped, Program Development, Publishing Industry, Special Education Identifiers—Language Improvement to Facilitate Education, Mediated Operational Research for Education, Project LIFE, Project MORE, United States Office of Education

Revision of the USOE copyright policy constitutes a major step in bridging the gap between the researcher and the consumer. The revisions are designed primarily to facilitate marketing arrangements between developers and disseminators of educational materials. USOE has established the framework to place a greater number of educational materials on the consumer market, and developers, such as Project LIFE (Language Improvement to Facilitate Education) and Project MORE (Mediated Operational Research for Education), have formulated systematic dissemination procedures to utilize the revised copyright policy. As more research products become available to consumers, a systematic retrieval system should be designed to: (1) share information between developers, (2) assist developers to more effectively reach the existing markets for their materials, and (3) inform consumers of the materials available. However, there can be little consequence unless present marketing trends are reevaluated in favor of the increased utilization of educational technology. Also, Project LIFE and Project MORE discovered that developers cannot be content with merely developing educational materials; dissemination activities must command a priority equivalent to that of program development. (WCM)

ED 097 014 40 IR 001 196  
Schiefelbusch, Richard L. Lent, James R.

**Programmatic Research to Develop and Disseminate Improved Instructional Technology for Handicapped Children. Project MORE Quarterly Progress Report, September 1 to December 1, 1972.**

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—H-26-2364

Pub Date 1 Dec 72

Grant—OEG-0-71-0449(607)

Note—118p.; For related documents see IR 001 192-198

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Articulation (Speech), Copyrights, \*Curriculum Development, \*Hygiene, Instructional Materials, \*Instructional Programs, Instructional Technology, Learning Difficulties, Marketing, \*Mentally Handicapped, Program Development, Retarded Children, \*Self Care Skills, Special Education, Systems Analysis Identifiers—Mediated Operational Research for Education, Project MORE

During the past reporting period the curriculum development staff of Project MORE (Mediated Operational Research for Education) has made substantial progress in attaining its program objectives. Design and development phases have proceeded on schedule. Four programs are currently in the field-testing stage, and four others are under development. The program dissemination editor has established procedures for obtaining and holding copyrights. Also, following the advice of a marketing consultant, arrangements have been made to list the Hair Rolling Program. In addition, plans have been made to write a book detailing the principles and procedures of the new technology required for the design, development, and dissemination of educational products by Project MORE. Furthermore, progress has been made in the McLean-Raymore Speech Articulation program. The program design and packaging, however, were not made efficient enough for large-scale application. Other aspects of program development will be temporarily delayed in deference to preparing the generalization component for marketing. Moreover, the research staff together with the media group are proposing to develop a new program thrust using television. Finally, another project component is being proposed to teach pre-arithmetic skill to retarded children. (Author/WCM)

ED 097 015 40 IR 001 197  
Schiefelbusch, Richard L. Lent, James R.

**Programmatic Research to Develop and Disseminate Improved Instructional Technology for Handicapped Children. Project MORE Quarterly Progress Report, February 1, 1973 to May 31, 1973.**

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—H-26-2364

Pub Date 31 May 73

Grant—OEG-0-71-0449(607)

Note—176p.; For related documents see IR 001 192-198

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Annual Reports, Articulation (Speech), Copyrights, \*Curriculum Development, \*Hygiene, \*Instructional Programs, Instructional Technology, Learning Difficulties, Marketing, \*Mentally Handicapped, Program Development, Retarded Children, \*Self Care Skills, Special Education, Systems Analysis Identifiers—Mediated Operational Research for Education, Project MORE

During the first quarter of the 1973-74 grant year, personnel in the curriculum materials for the mentally retarded section of Project MORE (Mediated Operational Research for Education) continued their work on the design and development of 16 programs. Also, efforts continued for educating consumer groups through workshops. Research and reporting efforts have emphasized a more efficient programing of the Stimulus Shift Generalization program with a public school population. The print/production component of media support services has been involved in both the preliminary and final mediation on several Project MORE programs. In addition, a feature length newspaper article was written together with the production of the second edition of the Mental Retardation Films catalog. Moreover, a workshop package has been an important part of media's activity during this quarter. The systems analysis group subjected the implementation system to rigorous analysis, and new procedures were incorporated without any major loss of effectiveness. Also, a Developmental Disabilities Act planning guide entitled Systematic Planning with Evaluation Criteria was completed. (WCM)

ED 097 016 40 IR 001 198  
Schiefelbusch, Richard L. Lent, James R.

**Programmatic Research to Develop and Disseminate Improved Instructional Technology for Handicapped Children. Project MORE Quarterly Progress Report, June 1, 1973 to September 30, 1973.**

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—H-26-2364

Pub Date 30 Sep 73

Grant—OEG-0-71-0449(607)

Note—99p.; For related documents see IR 001 192-197

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Articulation (Speech), Copyrights, \*Curriculum Development, \*Hygiene, \*Instructional Programs, Instructional Technology, Learning Difficulties, Marketing, \*Mentally Handicapped, Program Development, Retarded Children, \*Self Care Skills, Special Education, Systems Analysis

Identifiers—Mediated Operational Research for Education, Project MORE

During the past reporting period the curriculum materials for the mentally retarded section of Project MORE (Mediated Operational Research for Education) has continued its work on development and dissemination. Technology on the programs is advancing to a degree where production on several of the programs is imminent. The major activities of the project component for improved instructional technology for articulation therapy have been validated for use in public schools. The print/production component of media supported services has been involved in the preliminary and final mediation on several Project MORE programs. In addition to their regular duties, the media editors par-

ticipated in the testing sessions on the programs to which they were assigned. Moreover, the media staff worked on the stimulus shift articulation program, workshop materials, the dissemination of working papers, and additional kinescopes of program development activities. Also during this reporting period, two of Project MORE's major systems were subjected to systems analysis. As a result, structures on staff performance and educational products were modified. (WCM)

ED 097 017 IR 001 199  
Sharper Tools for Better Learning.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 73

Note—43p.

Available from—The National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Curriculum Evaluation, Equipment Evaluation, \*Evaluation Criteria, Evaluation Methods, \*Instructional Improvement, Instructional Innovation, \*Instructional Materials, Instructional Materials Centers, Instructional Media, Instructional Technology, \*Media Selection, State of the Art Reviews, Textbook Evaluation

Procedures and practices that lead to better selection of instructional materials for schools are described in this report, which also highlights the current state of curriculum evaluation. The rationale for evaluating instructional materials is explored for its real meaning and purpose. Selection committees, the usual means for instructional material selection in schools, are explained, and the advantages to be obtained by different format, organization, membership, and training are shown. The critical phases in selection, namely, establishing selection criteria, examination and review of materials, and pilot use and testing of materials, are described. Finally, the expectations that can be made of educational research toward selection of instruction materials are analyzed. (WH)

ED 097 018 IR 001 200  
Block, Karen K. And Others

**Spelling Learning and Retention Under Variations in Focal Unit of Word Presentation in a Computer-Assisted Spelling Drill.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—PU-LRDC-1974-3

Pub Date 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Computer Assisted Instruction, Computer Oriented Programs, \*Learning Processes, \*Learning Theories, Orthographic Symbols, \*Spelling, \*Spelling Instruction

Students learned lists of spelling words in a computer-assisted drill program where the correct spelling was printed in standard form or with spaces between letters or with spaces between pronounceable orthographic clusters. Words having sounded and unsounded medial clusters (e.g., "holiday" versus "Wednesday") were taught under each display method. Results showed learning rates were influenced by the way the correct spelling was displayed. Retention level was unaffected by method of display. Focal unit treatment differentially affected ease of acquiring the two word types, but not retention level, measured at two and six weeks. Audio had no effects. It was suggested that variations in focal unit influence the encoding stage of learning. Additional analyses of the data confirmed findings from other studies regarding latencies of responses, serial position effects, and massed versus distributed practice effects. (Author)

ED 097 019 IR 001 201  
Fitzhugh, Robert J. Pethia, Richard D.

**Disk File Management in a Medium-Scale Time-Sharing System.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—PU-LRDC-1974-4

Pub Date 74

Note—14p.: Paper presented at the Digital Equipment Corporation Users Society Fall Symposium (San Francisco, California, November, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Computer Programs, \*Computers, \*Computer Science, \*Computer Storage Devices, Management Systems, \*Time Sharing Identifiers—ETSS, \*Experimental Time Sharing System, Learning Research and Development Center

The paper describes a compact and highly efficient disk file management system responsible for the management and allocation of space on moving head disk drives in a medium-scale time-sharing system. The disk file management system is a major component of the Experimental Time-Sharing System (ETSS) developed at the Learning Research and Development Center. ETSS has been successfully operating for nearly two years and is a multilanguage general-purpose time-sharing system based on Digital Equipment Corporation's PDP-15. (Author)

ED 097 020 IR 001 202

Naylor, Alice  
Survey of Student Life Patterns at the Community and Technical College. Final Report.  
Toledo Univ., Ohio. Community and Technical Coll.

Pub Date 22 Apr 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*College Libraries, \*College Students, Community Colleges, Library Research, \*Library Surveys, \*Life Style, \*Use Studies Identifiers—\*University of Toledo

A survey of student life patterns and library use at the Community and Technical College of the University of Toledo was made. From the results of the student survey it is clear that student life patterns could not easily be "synchronized" with present library delivery service patterns. The knowledge gained about student life patterns suggests that library delivery systems should probably be altered if they are to become more effective. In order to determine more effective alternatives, a study of faculty expectations is also required. (Author/WH)

ED 097 021 IR 001 207

Brown, James W., Ed.  
Educational Media Yearbook 1974.

Pub Date Nov 74

Note—524p.

Available from—R. R. Bowker Co., P. O. Box 1807, Ann Arbor, Michigan 48106 (\$19.95)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*Audiovisual Aids, Audiovisual Instruction, \*Educational Technology, Films, Foundation Programs, \*Instructional Media, Instructional Technology, International Programs, Libraries, Manpower Development, Media Research, Media Specialists, Multimedia Instruction, Periodicals, Professional Associations, Reference Books, \*State of the Art Reviews Identifiers—Latin America

This is the second annual edition of reports, studies, and statistics covering every aspect of the educational media field. Part 1, "The State of the Art," contains 37 articles divided into 6 topics: major organization reports, educational media developments, media professionals, research and developmental activities, sales and business outlook, and international media developments, with special attention this year to Latin America. Part 2, "Reference and Directory Information," furnishes guides to 21 universities offering media-related doctoral programs, 450 media-related periodicals, and the 1973 American Film Festival winners. Expanded directories in this edition include those to 120 foundations and federal granting agencies, more than 500 educational media-related organizations, and some 1,500 materials—books, microfilms, tapes, and others—about media. (Author/WCM)

ED 097 022 IR 001 208

Rowsey, Robert E.  
Audio-Tutorial Versus Conventional Lecture-Laboratory Instruction in a University Animal Biology Course.

Auburn Univ., Ala. School of Education.

Pub Date 14 Nov 74

Note—12p.: Paper presented at the Research and Technology in College and University Teaching National Conference (2nd, Atlanta, Georgia, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, Achievement Gains, Animal Science, \*Audio Video Laboratories, Audiovisual Instruction, \*Biology, College Students, Conventional Instruction, \*Intermode Differences, \*Student Attitudes, \*Student Opinion, Teaching Methods Identifiers—Audio Tutorial Program

The purpose of this study was to analyze two methods of instruction used in an animal biology course. One group of students, the experimental group, was taught using an audio-tutorial program, and another group, the control group, was taught using the conventional lecture-laboratory method. Pretest and posttest data were collected from achievement and attitude instruments. An opinion questionnaire and time reports were also analyzed. The major findings were: (1) students taught using audio-tutorial instruction demonstrated significantly greater achievement gain but did not differ significantly in attitude toward course content; (2) an analysis of the opinion questionnaire revealed a favorable reaction by the experimental group toward the use of the audio-tutorial method of instruction; and (3) the experimental group spent a significantly greater amount of time in formal study than those students taught by the conventional approach. (Author/WH)

ED 097 023 IR 001 209

Markoe, Ronny  
The Cooperative Information Network; A Report.  
California Library Association, Sacramento.

Pub Date Jul 74

Note—6p.

Journal Cit—California Librarian; v35 n3 p16-21

July 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Information Needs, \*Information Networks, \*Library Cooperation, \*Library Networks, \*Library Reference Services, Program Descriptions, Public Libraries, Regional Programs, University Libraries Identifiers—California, CIN, \*Cooperative Information Network, Santa Clara County

The Cooperative Information Network (CIN) was formed in 1972 to respond as totally as possible to the informational needs of individuals, governmental units, and businesses located within Santa Clara County, California. A network of TWX machines links all types of libraries in the county. Libraries joining the system agree to respond as quickly as possible to queries from other libraries. Products of the system include a membership directory listing special resources of each library, workshops on using the service, and an intern program for interchange of library staffs. Three more libraries have joined the network, forming a prototypical link of what could be a state library network. (Author/PF)

ED 097 024 IR 001 211

Yu, Clement T.  
A Formal Construction of Term Classes. Technical Report No. TR73-18.

Alberta Univ., Edmonton. Dept. of Computing Science.

Report No—AU-DCS-TR-3-18

Pub Date Dec 73

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Computer Programs, \*Computers, \*Computer Science, Data Bases, Information Processing, \*Information Retrieval, \*Information Science, Information Storage, Information Systems, Mathematical Models Identifiers—Term Classes

The computational complexity of a formal process for the construction of term classes for information retrieval is examined. While the process is proven to be difficult computationally, heuristic methods are applied. Experimental results are obtained to illustrate the maximum possible improvement in system performance of retrieval using the formal construction over simple term retrieval. (Author)

ED 097 025 IR 001 212

Abstracts of Research, July 1973 through June 1974.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Report No—OSU-CISR-6/74

Pub Date 74

Note—94p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Abstracts, Annual Reports, \*Artificial Intelligence, Computer Programs, Computers, \*Computer Science, Cybernetics, Information Networks, \*Information Processing, Information Retrieval, \*Information Science, Information Storage, Information Systems, Linguistics, Mathematical Applications Identifiers—\*Ohio State University

Abstracts of research papers in the fields of computer and information science are given; 72 papers are abstracted in the areas of information storage and retrieval, information processing, linguistic analysis, artificial intelligence, mathematical techniques, systems programming, and computer networks. In addition, the Ohio State University Computer and Information Science Research Center is described. The abstracts are indexed by subject and investigator. (WH)

ED 097 026 IR 001 213

Literary Market Place 1974-1975; With Names and Numbers. The Directory of American Book Publishing.

Pub Date Jun 74

Note—677p.

Available from—R. R. Bowker Co., Box 1807, Ann Arbor, Michigan 48106 (\$19.95)

Document Not Available from EDRS.

Descriptors—\*Books, Broadcast Industry, \*Directories, Films, \*Mass Media, Newspapers, Periodicals, Printing, Professional Associations, Publications, \*Publishing Industry, Radio, Television

The names, addresses, and telephone numbers of persons and organizations involved in or associated with the American publishing industry are supplied in this directory. There are the following divisions: book publishing, associations, book trade events, courses-conferences-and-events, agencies and agents, services and supplies, direct mail promotion, review-selection-and-reference, radio-television-and-motion pictures, wholesale-export-and-import, book manufacturing, and magazine and newspaper publishing. An extensive index of names and numbers is supplied as well as indexes of sections and advertisers. (WH)

ED 097 027 IR 001 214

Naylor, Alice P.  
Survey of Faculty Expectations: Student Homework. Final Report.

Toledo Univ., Ohio. Community and Technical Coll.

Pub Date 17 Sep 74

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Faculty, College Students, Homework, Library Programs, \*Library Services, Library Standards, \*Library Surveys, Questionnaires, Student Attitudes, \*Use Studies Identifiers—Community and Technical College, Ohio, Toledo University

A survey was conducted to provide an analysis of faculty homework expectations on which to base a viable pattern of library service. Students were surveyed in winter quarter 1974 about their life patterns and use of services, with particular attention given to homework assignments and library use. Faculty were given the results of the survey, which generally indicated little use of libraries or library materials to fulfill class assignments. Following the student survey, the faculty was given a questionnaire which required ranking of answers to six questions. Answers received from 63 faculty members indicated heavy reliance on textbooks. Ranked lowest was the quality of the library as a source of information. Increased cooperation between the faculty and library staff was recommended to promote library use. The survey instrument is appended. (Author/WCM)

ED 097 028 IR 001 215

Demb, Ada Barbara  
Instructional Uses of Computers in Higher Education: A Survey of Higher Education in Massachusetts.

Harvard Univ., Cambridge, Mass.

Pub Date Oct 74

Note—14p.; Paper presented at the EDUCOM Fall Conference (Toronto, Ontario, October 16-18, 1974)

Available from—Proceedings of the EDUCOM Fall Conference, EDUCOM, Rosedale Road, P. O. Box 364, Princeton, New Jersey 08540 (Estimated price, \$6.00 for member institutions; \$12.00 for others).

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Business, \*College Curriculum, Colleges, \*Computer Assisted Instruction, Computer Oriented Programs, Games, \*Higher Education, Mathematics, Physical Sciences, Problem Solving, Simulation, Social Sciences, \*Surveys, Teaching Methods, Tutoring, Universities

Identifiers—Massachusetts

A survey of computer use was conducted in 1974 in a small, nonrandom sample of Massachusetts colleges and universities. Allowing for inflation, but adjusting for the increase in computer power per dollar, it is clear that significantly more computer power is being devoted to instruction—both "with" and "about" the computer. The percentage of computer-using courses teaching "with" the computer is estimated to be about 70 to 75 percent of the total number of courses using computers. In particular, physical sciences, social sciences, business, and mathematics have increased their computer use. The bulk of the application is in drill and practice, problem-solving, games, and simulations. Each of these applications is found in most of the departments reporting use of the computer. By contrast, there are very few instances of tutorial or inquiry and retrieval uses. (Author/WCM)

ED 097 029 IR 001 217

Beeler, M. G. Fancher And Others  
Measuring the Quality of Library Service: A Handbook.

Pub Date 74

Note—208p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P. O. Box 656, Metuchen, New Jersey 08840 (\$6.50)

Document Not Available from EDRS.

Descriptors—Evaluation Criteria, \*Evaluation Methods, Information Needs, Library Services, Questionnaires, \*Use Studies

This handbook represents a first attempt to provide library practitioners with practical guidance and tools for measuring the quality of library service. Excerpts from a wide range of literature provide a creative approach to understanding the needs of potential users. A variety of actual instruments for measuring the effectiveness of service and for determining community needs are included, along with specific recommendations for action taken from completed studies. (Author/PF)

ED 097 030 IR 001 218

Averch, Harvey A. And Others  
How Effective Is Schooling? A Critical Review of Research.

Educational Technology Publications, Englewood Cliffs, N.J.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 74

Note—258p.; A Rand Educational Policy Study Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$9.95)

Document Not Available from EDRS.

Descriptors—Content Analysis, \*Educational Assessment, Educational Policy, Educational Research, Formative Evaluation, Input Output, Interdisciplinary Approach, Literature Reviews, Measurement Techniques, Research Methodology, \*Research Reviews (Publications), School Organization, State of the Art Reviews, Statistical Studies

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Project Head Start, Sesame Street

This book is an analytical assessment of what is known at present about the determinants of educational effectiveness. The literature reviewed is representative of the body of published work from 1950 through 1973. After the introduction and a chapter on measuring educational outcomes, the study is organized according to five approaches: input-output, process, organizational, evaluation, and experimental. In addition to sum-

marizing the findings of existing research, recommendations are presented for future research. (WCM)

ED 097 031 IR 001 219

Borich, Gary D., Ed.  
Evaluating Educational Programs and Products.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 74

Note—491p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$12.95)

Document Not Available from EDRS.

Descriptors—Curriculum Evaluation, \*Educational Assessment, Educational Research, Evaluation Methods, Formative Evaluation, \*Guides, \*Models, \*Program Evaluation, \*Role Perception

A guide and handbook for planners, developers, and evaluators of educational programs and products, this book discusses the various settings in which an evaluator commonly works and the many roles he performs. The book divides the evaluator's work into three activities: establishing perspective, planning the evaluation, and analyzing the data. (Author)

ED 097 032 IR 001 220

Landa, L. N.  
Algorithmization in Learning and Instruction.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 74

Note—713p.; First published in Russian, Moscow, 1966

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$14.95)

Document Not Available from EDRS.

Descriptors—\*Algorithms, \*Experimental Teaching, Learning Processes, \*Logical Thinking, Mathematical Applications, Mathematical Logic, Problem Solving, Programmed Instruction, Teaching Methods, \*Thought Processes

Identifiers—Union Of Soviet Socialist Republics, USSR

An introduction to the theory of algorithms reviews the theoretical issues of teaching algorithms, the logical and psychological problems of devising algorithms of identification, and the selection of efficient algorithms; and then relates all of these to the classroom teaching process. It also describes some major research on the effectiveness of algorithmization in instruction, and presents quantitative as well as qualitative results. This work was first published in 1966 in Soviet Russia. (Author/WCM)

ED 097 033 IR 001 224

Ruben, Brent D.  
Human Communication, Semiotics, and General Systems: Personal and Social Communication.

Pub Date Oct 74

Note—16p.; Paper presented at the Annual Convention of the American Society for Information Science (Atlanta, Georgia, October 13-17, 1974)

Available from—Proceedings of ASIS Conference, American Society for Information Science, Publications Division, 1155 16th Street, N. W., Suite 210, Washington, D. C. 20036 (\$14.50 members, \$17.50 nonmembers)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Concept Formation, Information Theory, Interdisciplinary Approach, Scientific Methodology, \*Semiotics, Sign Language, Social Behavior, Symbolic Language, Systems Approach, Taxonomy

Identifiers—American Society of Information Science

Questions as to the nature of sign and symbol processes and the functions and behavioral consequences of human significant phenomena are of central concern in semiotics and communication. These matters continue to be of critical importance and are still largely unresolved. Scholars in both areas of inquiry have sought unification of scientific thought relative to socio-behavioral phenomena. Cross-disciplinary unification, around the notions of dynamic, organization maintaining, and elaborate structures in particular have been suggested in the works of general systems theory. Developments in human commu-

nication theory, which draw on systems theory, underscore factors which have impeded progress toward the development of more generic concepts of sign/symbol processes and their relationship to human behavior, and suggest, at the same time, alternative conceptualizations of these phenomena. A skeletal taxonomy of human communications systems, in which the concepts of personal and social communication are central, is presented and discussed, providing one example of an integrative framework for conceiving of sign/symbol processes and their role in human behavior in a general, interdisciplinary fashion. (Author)

ED 097 034 IR 001 234

1974-75 Microfilm Source Book.  
Microfilm Publishing Corp., New York, N. Y.

Pub Date 74

Note—223p.

Available from—Microfilm Publishing, Inc., P. O. Box 313, Wykyl Station, New Rochelle, New York 10804 (\$26.50)

Document Not Available from EDRS.

Descriptors—Bibliographies, Computer Output Microfilm, \*Directories, Equipment Manufacturers, Indexes (Locators), Microfilm, \*Microfilm, \*Microforms, Microreproduction, Professional Associations, Reference Materials

The sources of supply for every important microfilm service and piece of equipment are listed in this volume along with a "keyword index" that simplifies reference work. Readers can find who makes what (or offers what service), where they are, whom to contact, and what the product will be likely to cost. Also included are an industrywide name and address section; trademark/tradename reference guide; guide to consultants and their specialties; list of micropublishers and their products; directory of associations and officers; listings of service companies and their services; storage centers; dealers; bibliographies; rundown of Computer Output Microfilm characteristics; and much more. All told, 21 categories of data are covered in the book. (Author/WCM)

## JC

ED 097 035 JC 740 330

They Come Part Time! A Study of the Part Time and Extension Student Population of Fall 1973.

Mercer County Community Coll., Trenton, N.J.

Pub Date Jul 74

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adult Education, College Students, \*Community Colleges, Educational Responsibility, Enrollment Trends, \*Extension Education, \*Institutional Research, \*Part Time Students, Post Secondary Education, \*Student Characteristics, Surveys, Tables (Data), Technical Reports

Identifiers—\*Mercer County Community College, New Jersey

The part-time and extension student population of Mercer County Community College was surveyed in the fall of 1973 to provide information about the characteristics, perceptions, and activities of these students. The survey instrument developed for the study was the "Part Time and Extension Student Survey." A computer program for tabulating, cross-referencing, and printing the data was also developed. The survey was mailed to 3054 students of which 1,285 returned it. The results of the survey, which are discussed and tabulated, are presented under the following headings: Demographic Characteristics, Educational Goals and Achievements, Assessments of the College, and Desires and Preferences (where and when courses should be offered). These results show that a total of 38 percent of the students indicated that Occupational Upgrading was the major reason for attending the college; in contrast with full-time students, there were a number of differences in demographic characteristics, and the part-time student was also likely to be older. The part-time enrollment patterns suggest that the future growth of the college will be in its part-time student population. Thus, consideration should be given to the admissions and recruitment of these potential students, and the efforts of the college will need to be directed

toward serving the continuing education needs of the county's population. (DB)

**ED 097 036** JC 740 341

Wattenbarger, James L. Starnes, Paul M.  
Financial Support for Community Colleges, 1974.  
Center for State and Regional Leadership,  
Florida.

Spons Agency—Kellogg Foundation, Battle  
Creek, Mich.  
Pub Date Jun 74

Note—29p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**  
**POSTAGE**

Descriptors—\*Community Colleges, Educational  
Finance, \*Financial Support, Followup Studies,  
\*Junior Colleges, Post Secondary Education,  
\*State Aid, \*Tables (Data), Technical Reports  
Revisions and additions to a 1973 study of  
state funding formulae for public 2-year colleges  
are provided. The 1973 study included information  
for 43 states, whereas the 1974 study in-  
cludes information for 45 states, 5 of which were  
not in the original study. Part 1 of the report  
gives the changes in formulae; Part 2 provides  
formulae for states not reporting in 1973; and  
Part 3 contains tabulations of the survey data. A  
summary of the findings is provided. (DB)

**ED 097 037** JC 740 359

Kirkwood, Robert  
The Survival of the Two Year College (!?!).  
Pub Date Jun 74

Note—14p.; Keynote address presented at June  
Workshop, New England Junior College Council,  
Middle Atlantic Junior College Council  
(Washington, D.C., June 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—\*College Role, \*Educational  
Finance, \*Educational Objectives, \*Junior Col-  
leges, Post Secondary Education, \*Program  
Development, Speeches  
Issues that are basic to the present and future  
well being of 2-year colleges are discussed. These  
issues concern the need for 2-year colleges to rid  
themselves of their inferiority complex and to  
provide: broadened possibilities for curricular  
development; opportunity for helping people of  
all ages and background fulfill their educational  
needs; development of techniques for determining  
how best to serve particular constituencies;  
definitions of the purposes and objectives of the  
2-year college; education of trustees about the  
nature and potentialities of 2-year colleges and  
their place in American education; information to  
constituencies about opportunities provided for  
general and specialized education; education of  
the American people about costs of education;  
further development of continuing education pro-  
grams; the means to measure the outcomes of the  
educational process; and faculty orientation.  
(DB)

**ED 097 038** JC 740 360

Geier, Mary Alice  
The Local Church and the Community College:  
People Changers Need Each Other. Perspectives  
on the Church and the Community College.  
Paper No. 6.

United Ministries in Higher Education, Portland,  
Oreg.  
Note—19p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—\*Church Responsibility, \*College  
Role, \*Community Colleges, Post Secondary  
Education, \*School Community Cooperation,  
\*Student Needs, Technical Reports

The needs for the church, particularly the local  
congregation, to join forces with the community  
college to exploit it as a resource for doing its  
own work better, and for the college to make  
good on its promises on behalf of the common  
community are discussed. The concern of the  
church is directed to the actual environment in  
which students endeavor to develop. Local  
churches and local churchmen should call educa-  
tors and educational institutions to the fulfillment  
of their good objectives. Improving the total edu-  
cational experience for high-risk students means  
an improved learning environment for all. As  
part-time instructors and peer counseling with  
faculty, pastors can aid the students. Projects that  
place students in community agencies can be  
joint projects between the churches and commu-  
nity service agencies. Professional campus

ministers could be appointed to attend the regu-  
lar public meeting of the governing boards of the  
community colleges. It is the local churches to  
whom local decision makers listen and to whom  
persons can turn for guidance on continuing-education  
opportunity. (DB)

**ED 097 039** JC 740 361

Lowell, Earl J.  
A Case Method Approach to Developing a Minis-  
try with Community Colleges. Perspectives on  
the Church and the Community College. Paper  
No. 7.

United Ministries in Higher Education, Portland,  
Oreg.  
Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—\*Case Studies, \*Church Role,  
\*Community Colleges, \*Human Relations, Post  
Secondary Education, \*Teaching Techniques,  
Technical Reports

The purpose of this paper is to introduce the  
case method as a teaching tool to assist people in  
the church in making decisions regarding the  
ministry with community colleges. The paper  
contains the following sections: (1) Introduction  
to the Case Method, (2) Assumptions Regarding  
the Churches' Ministry with the Community Col-  
leges, (3) Possible Use of the Cases, (4) Four  
Case Problems, and (5) Questionnaire.  
(Author/DB)

**ED 097 040** JC 740 362

Scheidt, Omar H.  
[Budget Procedure and Agreements, Weekly Student  
Contact Hour Assignments and Definitions,  
Cypress College, 1974-75.]

North Orange County Community Coll. District,  
Fullerton, Calif.  
Pub Date 74

Note—26p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**  
**POSTAGE**

Descriptors—\*Budgets, \*Community Colleges,  
\*Educational Finance, Post Secondary Educa-  
tion, \*Scheduling, Technical Reports

Identifiers—Cypress College, Fullerton College  
Information related to the budgets of Cypress  
College and Fullerton College is provided in this  
report. The sections of the report are: Budget  
Agreements, 1974-75, North Orange County  
Community College District: Definitions and For-  
mulas (Cypress College and Fullerton College);  
Budget Procedure, Cypress College (Capital Out-  
lay Budget, Operations Budget, Community Ser-  
vices Budget, Class Related Programs and Activi-  
ties Budget, and Budget Procedures Flowchart);  
and Budgeting Agreements, 1974-75, Cypress  
College (Definitions and Projections of WSCH--  
Weekly Student Contact Hours, and Division and  
College WSCH Assignments, 1974-75). (DB)

**ED 097 041** JC 740 363

Effects of Class Drop Policy Changes on Student  
Attrition and Final Grades (Graded Classes),  
Pasadena City College, 1965-1973.

Pasadena City Coll., Calif.  
Pub Date [74]

Note—24p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—College Students, \*Community Col-  
leges, \*Dropout Research, \*Educational Policy,  
\*Grades (Scholastic), Institutional Research,  
Post Secondary Education, \*Student Reaction,  
Surveys, Technical Reports

Identifiers—\*Pasadena City College

An investigation was made of the effects of  
drop policy changes at Pasadena City College on  
student attrition and final-grade distributions.  
Data on student attrition were obtained from data  
processing printouts for the years 1965-1973, and  
final-grade distribution data were obtained from  
Departmental Grade Distribution Reports pro-  
duced annually. Results of the survey showed  
that the first policy change that extended the  
drop data from the sixth week to the last three  
weeks caused a dramatic attrition increase,  
whereas the extending of the drop data an addi-  
tional three weeks to the last Friday before finals  
increased attrition, but not to a significant  
degree. It was also shown that policy changes not  
only greatly increased the percentage of W  
(Withdrawal) grades but also shifted the distribu-  
tion curve for A through F grades—the percent-  
age of A and B grades was increased, with a  
reduction in C, D, and F grades. (DB)

**ED 097 042** JC 740 364

Federico, Joseph J. Shoemaker, Bettie  
Summary of a Study to Determine the Factors  
That Influence a Student's Ability to Transfer  
Successfully from Lehigh County (Pennsylvania)  
Community College.

Note—15p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—Academic Achievement, College  
Choice, College Students, \*Community Col-  
leges, \*Grade Point Average, Higher Educa-  
tion, \*Institutional Research, Post Secondary  
Education, \*Predictor Variables, Technical Re-  
ports, \*Transfer Students

Identifiers—\*Lehigh County Community College,  
Pennsylvania

A study that investigated variables associated  
with the transfer process and the academic per-  
formance of students of the Lehigh County Com-  
munity College (LCCC) who transferred to 4-  
year institutions during a defined fourteen and  
one-half month period is summarized. Informa-  
tion was sought as to colleges attended by the  
LCCC transfers, the validity of the findings of a  
previous study as to mean grade point average at  
both LCCC and the receiving schools, data on 11  
variables for LCCC students enrolled at 75 col-  
leges and universities, and the prediction of  
academic success of LCCC students at the  
transfer institutions. The results and their implica-  
tions are noted, and the study data are tabulated.  
(DB)

**ED 097 043** JC 740 365

Scott, David C.  
Nursing Education Follow-up Study.  
Bakersfield Coll., Calif.

Pub Date Aug 74

Note—59p.  
**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**  
**POSTAGE**

Descriptors—Followup Studies, \*Institutional  
Research, \*Junior Colleges, \*Medical Educa-  
tion, \*Nursing, Post Secondary Education, Pro-  
gram Evaluation, Questionnaires, Tables  
(Data), Technical Reports, \*Vocational Educa-  
tion

Identifiers—\*Bakersfield College

This report discusses a study made to obtain in-  
formation that would improve the quality of the  
Bakersfield College nursing-education program  
and lead to a better match between supply and  
demand in the nursing labor market in the Bakers-  
field area. The five parts of the report are: 1.  
Methodology; 2. Results of Responses to  
Questionnaire Items; 3. Respondents' Written  
Comments; 4. Summary, Conclusions, and  
Recommendations; and 5. Samples of Question-  
naires, Letters, and Card. (DB)

**ED 097 044** JC 740 366

Analysis of Academic Achievement of Pasadena  
City College Transfers in the California State  
College-University System.

Pasadena City Coll., Calif.  
Report No.—IR-7-73-17

Pub Date Aug 73

Note—18p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—\*Academic Achievement, \*College  
Students, Community Colleges, Comparative  
Analysis, Followup Studies, \*Grade Point  
Average, Grades (Scholastic), Higher Educa-  
tion, \*Institutional Research, Post Secondary  
Education, Tables (Data), \*Transfer Students,  
Universities

Identifiers—\*Pasadena City College

This report analyzes 4,664 grade reports  
received from the California State College-  
University System for students who had trans-  
ferred from Pasadena City College. The analysis  
covers all reports that were available as of June  
20, 1973, for the period fall 1966 through winter  
quarter 1973. The grade reports data are tabu-  
lated. The tables provide (1) comparisons  
between cumulative GPA's earned by Pasadena  
City College transfers and GPA's earned by other  
students, (2) differentials between entrance and  
subsequent GPA's of Pasadena City College  
transfers, (3) cumulative GPA's earned by  
Pasadena City College transfers, (4) percent of  
GPA's earned by Pasadena City College transfers  
that were 3.00 or higher or 2.00 or less, by in-  
stitution, and (5) GPA earned at San Jose State  
College each term by Pasadena City College  
transfers, by grade level. (DB)

**ED 097 045** JC 740 367  
**An Analysis of Academic Success of New Pasadena City College Transfers at University of California, Fall 1966-Spring 1972.**

Pasadena City Coll., Calif.  
 Report No.—IR-8-73-120  
 Pub Date Aug 73  
 Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Academic Achievement, \*College Students, Community Colleges, Comparative Analysis, Followup Studies, \*Grade Point Average, Grades (Scholastic), Higher Education, \*Institutional Research, Post Secondary Education, Tables (Data), \*Transfer Students, Universities

**Identifiers**—\*Pasadena City College

In this report, an analysis is made of the academic achievement of 755 new transfers from Pasadena City College at the University of California. The time period covered was from fall 1966 to spring 1972. Three tables comprise the major portion of the report. Table 1 details the cumulative GPA's earned by all new Pasadena City College transfers at each institution. In Table 2, the cumulative GPA's for the first three quarters of each year at each institution are listed. The mean GPA's for all new community college transfers for the fall quarter at the University of California during 1967-1971 are given in Table 3. The report concludes with a summary and comments. (DB)

**ED 097 046** JC 740 368  
**Wallace, Kenneth J. And Others**

**Faculty Status in Texas Public Community Colleges.**

East Texas State Univ., Commerce. Center for Community Coll. Education.

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*College Faculty, \*Community Colleges, Post Secondary Education, Questionnaires, School Surveys, Tables (Data), \*Teacher Qualifications, \*Teacher Responsibility, \*Teacher Welfare, Technical Reports

**Identifiers**—\*Texas

Responses of 40 public community colleges in Texas to a questionnaire designed to investigate the status of full-time faculty in these institutions are presented. The areas isolated for study included teaching load, office hours, rewards for extra class activities, class size, evening teaching obligations of day college faculty, contact hours for occupational faculty, ages, degree status, professional experience prior to entering community college teaching, professional growth activities and incentives, inservice programs, tenure and fringe benefits, and salaries. The questionnaire was mailed in November 1971 and again during December 1973. The results obtained from an analysis of the responses are provided in tables and discussed. (DB)

**ED 097 047** JC 740 369  
**Towards the Learning Community. Report of the Task Force on the Community College in British Columbia.**

British Columbia Dept. of Education, Victoria.

Pub Date Aug 74

Note—50p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*College Role, \*Community Colleges, Community Involvement, \*Educational Finance, \*Governance, \*Interinstitutional Cooperation, Post Secondary Education, Program Development, Technical Reports

**Identifiers**—\*British Columbia

In this report of the Task Force on the Community College in British Columbia, recommendations for college development in British Columbia are made. The sections of the report are as follows: Recommendation Highlights; Task Force (Terms of Reference, Membership, Glossary, and the Public Process); 1. Previous Development; 2. Nature and Functions of Community Colleges in British Columbia; 3. Recommendations (Priority; Regions; Finance; Terms; College Governance; Liaison among the Department of Education, Colleges, British Columbia Institute of Technology, Provincial Vocational Schools, and Universities; and Provincial Manpower Policy); 4. Special Areas of Concern (New College Development, College Role in Media-Communications, Continu-

ing Education, Community Educational Development Services, Student Services, Student/College Relations, Special Services, Admissions Policy, Fee Structure, Worker Educational Leave-On-site Study, Professional Development, College Associations, College Hiring Policy, Bargaining Relationships, Transfer of Public Service Employees, and Summary); 5. Summary of Recommendations; and 6. Appendices (Map and Table of Present and Proposed College Regions and Lists of Schools Districts, Sites of May Hearings, and Lists of Briefs and Letters Received Regarding the Working Paper). (DB)

**ED 097 048** JC 740 370  
**Bobrow, William**

**An Examination of the Federal College Work-Study Program at Monterey Peninsula College.**

Pub Date [74]

Note—71p.; Master's Thesis, The Monterey Institute of Foreign Studies

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Disadvantaged Youth, Employer Attitudes, \*Federal Programs, \*Junior Colleges, Masters Theses, Post Secondary Education, \*Program Evaluation, Questionnaires, Student Attitudes, Student Needs, Vocational Education, \*Work Study Programs

**Identifiers**—California, \*Monterey Peninsula College

The work-study program at Monterey Peninsula College was evaluated through questionnaires distributed to students in the program and to their supervisors. In particular, the issues involved in work-study education as related to disadvantaged students were examined. Analysis of the questionnaire data revealed that the work-study students felt that they were gaining skills and were learning. They expressed the need for more training and opportunity to learn, and felt that supervision was important to their working experience. The need for more information and counseling from the Placement Office was also indicated by the students. Supervisors felt that they were providing training and that the students had good attitudes and work habits. The major problems as seen by the supervisors were the students' attendance and punctuality. Some supervisors felt that they should offer better training and counseling and that they needed more information on the students and on the work-study procedures. Most employers felt that the program was providing a learning experience for the students as well as financial aid and that it was aiding the employer by supplying manpower. Some supervisors felt the students were not properly motivated and indicated problems existed with hours and allocations of work-study students. (Copies of the Student Questionnaire and Supervisor's Questionnaire are provided.) (DB)

**ED 097 049** JC 740 371  
**Moore, Claude**

**A Study of the Effectiveness of the Developmental Mathematics Courses at Danville Community College.**

Danville Community Coll., Va.

Pub Date Oct 73

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Academic Achievement, College Mathematics, \*Community Colleges, Comparative Analysis, Course Content, \*Course Evaluation, \*Developmental Programs, \*Mathematics Education, Post Secondary Education, Statistical Data, Tables (Data), Technical Reports

**Identifiers**—\*Danville Community College, Virginia

To gain statistical information as to the success of the Developmental Mathematics course (Math 01) at Danville Community College, data were collected on 77 students who completed the course between the winter quarter 1970-71 and the fall quarter 1971-72. The grades of this group in six subsequent mathematics courses were compared with those of students who did not take Math 01. The results of the study, which are tabulated, showed that Math 01 was not entirely successful in preparing students for two subsequent courses, but students were well prepared to enter four courses in that they had better than a "C" average in each of the four. The students who had taken Math 01 also made better grades than the group who had not in three of the subsequent courses. (An appendix provides topic

descriptions of the content of each of the math courses.) (DB)

**ED 097 050** JC 740 372  
**Fea, Henry R. Ed. And Others**

**Proceedings: Conference on Compensatory/Remedial Education, May 16 and 17, 1974.**

Occasional Paper No. 23.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Report No.—Occas-Pap-23

Pub Date Jul 74

Note—51p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Communication (Thought Transfer), Community Colleges, \*Compensatory Education, \*Conference Reports, \*Critical Thinking, \*Developmental Programs, English Instruction, Post Secondary Education, \*Remedial Instruction

Two papers given at a conference on compensatory/remedial education are provided. The first paper, "How to Plan a Developmental English Program with College-Wide Cooperation" by Edith A. Freigh, discusses the hypothesis that certain kinds of personalities are attracted to certain kinds of disciplines, applying it to teachers, students, and administrators. Requirements for developing programs are given. In the second paper, "Critical Thinking in Communication" by Henry R. Fea, the need for adults to be able to distinguish critical thinking from other types of thought, to understand the process of thinking critically, and to be able to teach children to think critically is discussed. An appendix lists the conference participants. (DB)

**ED 097 051** JC 740 373  
**Fifth Annual Report of the Hawaii State Senior Center, July 1, 1973-June 30, 1974.**

Hawaii State Senior Center, Honolulu.

Pub Date [74]

Note—95p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Annual Reports, Community Colleges, \*Participant Characteristics, Post Secondary Education, \*Program Evaluation, \*Senior Citizens, \*Social Services, \*State Programs, Statistical Data

**Identifiers**—Hawaii, \*Honolulu Community College

This annual report of the Hawaii State Senior Center, in whose program the Honolulu Community College participates, covers the fiscal year ending on June 30, 1974. The sections of the report are as follows: Directory; Chairman's Report; Status of Project; Program Output—Service Activities; Statistics to Assess Attainment of Project Objectives; Report of Participating Membership Characteristics; Report by Dr. Gerald M. Meredith; and Appendixes (Social Groups at the Hawaii State Senior Center; Observations on the 6th HSCC Leadership Workshop; Volunteerism at the HSCC: A Study in Attitude Congruence; Evaluation of HSCC: Perceptions of Student Observers and Staff/Board/Leadership Groups; and Evaluating HSCC Effectiveness: Blueprint for Competency). (DB)

**ED 097 052** JC 740 374  
**Woodall, Constance F.**

**Program Evaluation Report: Medical Assistant Program, Takoma Park Campus. Initial Year 1973-1974.**

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date Jun 74

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*College Curriculum, \*Community Colleges, Enrollment Trends, Institutional Research, \*Medical Education, \*Physicians Assistants, Post Secondary Education, \*Program Evaluation, Technical Reports

**Identifiers**—Maryland, \*Montgomery College

The results of an evaluation of the Medical Assistant Program's first year are presented. Specifically, the matriculation, course enrollment, and program completions for the first year are compared with goals established at the program's inception. The evaluation findings were: (1) the program was offered as planned; (2) the discrepancy between established criteria and actual course enrollment was well within an acceptable

range; (3) there will be five more completions of the program than were projected. Evaluative statements concerning the program by the program coordinator, department chairman, division chairman, campus dean, chairman of the Advisory Committee, and dean of education are provided. Because of the positive results of the initial year, it was recommended that the Medical Assistant Program be continued for another year. (DB)

**ED 097 053** JC 740 375

Gell, Robert L.

Follow-up of Students Who Entered Montgomery Community College Fall 1970. A Preliminary Analysis of Student Goals.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date Jul 74

Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Academic Achievement, \*College Students, \*Community Colleges, Educational Objectives, \*Followup Studies, Institutional Research, \*Participant Satisfaction, Post Secondary Education, \*Student Motivation, Technical Reports

Identifiers—Maryland, \*Montgomery College

As part of a statewide followup study of all students who entered a community college in the fall of 1970, a questionnaire was mailed in April 1974 to the 3,615 students who had entered Montgomery Community College in fall 1970. Twenty percent of the questionnaires were non-deliverable; thus, 2,890 students received the questionnaire, and of these, 1,090 responded. The participants' responses as to their educational goals at college entrance and whether they felt they had achieved their goals or not were analyzed. The results of the analysis showed that: (1) within seven semesters following enrollment, 16 percent of the 1970 class had graduated with either an AA or certificate; 11 percent were still enrolled at the college, and the remaining 73 percent had left to either transfer or go to work; (2) the majority stated that their educational goal had been to either take some college courses prior to transferring or to earn an AA degree before transferring; and (3) the graduates felt that they had achieved their goals; the nongraduates were about evenly divided as to goal achievement attitudes. (The study data are compiled in six tables.) (DB)

**ED 097 054** JC 740 376

Gell, Robert L. And Others

A Follow-up Study of Freshmen Who Left Montgomery College After Just One Semester of Attendance.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 74

Note—47p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*College Freshmen, \*Community Colleges, \*Dropout Attitudes, \*Dropout Research, \*Followup Studies, Institutional Research, Post Secondary Education, Questionnaires, Technical Reports

Identifiers—Maryland, \*Montgomery College

Students' reasons for leaving Montgomery College after one semester, dropout trends, current activities of nonreturnees, and the impact that the one semester had on their careers or course of action were elicited by questionnaires mailed to 389 students. A total of 120 usable questionnaires were returned. The data collected showed that: (1) the major current activity of the students was full-time employment; (2) students in general education curriculums tended to terminate in greater numbers than did students enrolled in other curriculums; (3) Montgomery College was selected by the students because of its open admissions policy and its overall good reputation; (4) they left the college for personal reasons; (5) over 28 percent stated that they definitely planned to return to the college, whereas another 39 percent said they possibly would like to try again; only 8 percent indicated that they would not return to the college; and (6) approximately 46 percent felt the college had not prepared them at all or to a minor degree for their future, whereas 20 percent felt that they were prepared to a degree ranging from "well" to "excellently." Three appendixes to the report

present the Nonreturning Students Follow-up Questionnaire, Schools Transferring Students Attended after Leaving Montgomery College, and Related Term Definitions. (DB)

**ED 097 055** JC 740 377

MacKay, Kenneth C.

The Private College Study. A Report to the American Association of Junior Colleges.

American Association of Junior Colleges, Washington, D.C.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Note—91p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*College Role, Conferences, \*Junior Colleges, Post Secondary Education, \*Private Colleges, \*Program Evaluation, \*Questionnaires, Technical Reports

Questionnaires were mailed to 250 private 2-year colleges to ascertain their concerns, problems, issues, needs, and plans. Outstanding or representative examples of innovation and experimentation in the colleges were identified. In addition to the questionnaire, a series of regional conferences, at which the comments and reactions of junior college leaders were elicited, were held. The five questions that comprised the questionnaire were: 1. What are the real and distinct advantages of the private 2-year college? 2. What are the chief issues or problems facing your college now? 3. What are the best avenues of opportunity to assure that the private 2-year college is a vital segment of higher education? 4. How can AAJC, et al., help? Immediately? Long range? and 5. What is your college doing about which you are enthusiastic? Programs, innovative teaching and study techniques, community services, etc.? Replies to each of the questions are analyzed. Recommendations are made as related to National Leadership, Government Assistance, Public Information, Consulting Services, Institutional Cooperation, Teachers: A Special Breed, Community Partnership, and Alertness to Change. (DB)

**ED 097 056** JC 740 378

Meeth, L. Richard

A Curricular and Financial Cost Analysis of the Independent Two-Year College of America.

National Council of Independent Junior Colleges.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 74

Note—81p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*College Curriculum, \*Cost Effectiveness, \*Educational Finance, \*Junior Colleges, Management Systems, Post Secondary Education, \*Private Colleges, Questionnaires, School Surveys, Tables (Data), Technical Reports

This report focuses on the specifics of the curriculum and its related costs and the distribution of income and expenditures of 75 private 2-year colleges under the sponsorship of the National Council of Independent Junior Colleges. An initial assessment of the kinds of institutions studied and the methodology used in the analysis is followed by a look at enrollments, credit hours distribution, concentrations, courses, faculty, and class size. Costs are reviewed in terms of credit hours and student loads. The first section of the report concludes with a look at the relationship of cost factors to curricular variables. An attempt is made to assess those relationships that directly affect decision making and planning in these 2-year colleges. The second section of the report deals with the distribution of income and expenditure in the 75 colleges, and concludes with a brief analysis of income and expenditure ratios in the development office. The last section of the report comprises recommendations for ways to use the data to improve the future economic well being of private junior colleges in the nation. (Author/DB)

**ED 097 057** JC 740 379

A Negotiations Handbook for Chapter Leaders and Certificated Employee Council Members.

California Teachers Association, Burlingame. Dept. of Professional Negotiations.

Pub Date Sep 73

Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Collective Negotiation, \*Manuals, \*Negotiation Agreements, \*Organization, Teacher Administrator Relationship, \*Teacher Associations

Identifiers—\*Certificated Employee Council

This manual is designed for California Teachers Association (CTA) members who are serving on Certificated Employees Councils (CEC) or chapter negotiating teams. It concentrates almost entirely on the organization, role, and function of the CEC or negotiating team and describes a system of collective negotiations. The sections of the manual are: Introduction; The Certificated Employees Council; Organization of the CEC; Duties of CEC Officers; Authority to Negotiate; Negotiation Reports; Attitudes Speak Louder Than Words; Selection of CEC Members; Further Notes on Selection; The Work of the Certificated Employee Council (When to Negotiate, Source of Proposals for CEC Negotiations, Planning and Training, Know Your School Board, School Board Negotiating Teams, Ground Rules, Organization of Negotiating Team, Recording, Negotiating Salary and Fringe Benefits, General Negotiating Tips, Impasse, and Ratification); and Summary, Conclusion. (DB)

**ED 097 058** JC 740 380

Houston, C. A.

A Descriptive Study of 1972, 1973, and 1974 Graduates at Virginia Western Community College.

Virginia Western Community Coll., Roanoke. Office of Institutional Research.

Report No.—OIR-16-74

Pub Date Sep 74

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*College Graduates, \*Community Colleges, \*Demography, \*Followup Studies, \*Graduate Surveys, Institutional Research, Participant Characteristics, Post Secondary Education, Questionnaires, Student Attitudes, Tables (Data), Technical Reports

Identifiers—\*Virginia Western Community College

The study examined the curricula, types of degrees, opinions, and immediate plans of the 1972, 1973, and 1974 graduates at Virginia Western Community College (VWCC). Data for the study were obtained from graduate files and a questionnaire administered by VWCC's Office of Institutional Research. The college awarded 1,097 degrees in five degree programs with 29 areas of study. Approximately 80 percent of the graduates completed the graduate questionnaires. Results indicated increases in female graduates, more married graduates, and no significant changes in parents' highest educational levels. Significant changes of higher ratings of counseling services and social activities were indicated by 1974 graduates in comparison with 1972 graduates. Approximately 94 percent of all graduates stated that they would recommend their programs of study to others. The study concluded that there has been both quantitative and qualitative growth in services offered by the college. (Author)

**ED 097 059** JC 740 381

Alfred, Richard L.

Student Characteristics Report: 1973-1974. Report No. S-107-74.

Metropolitan Junior Coll. District, Kansas City, Mo. Office of Institutional Research and Evaluation.

Report No.—R-S-107-74

Pub Date May 74

Note—71p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—College Choice, \*College Students, \*Community Colleges, Comparative Analysis, Higher Education, \*Institutional Research, Post Secondary Education, \*Profile Evaluation, Questionnaires, Statistical Data, \*Student Characteristics, Tables (Data), Technical Reports

In this study, a descriptive summary is presented of the student population enrolled in member colleges of the Junior College District of Metropolitan Kansas City, Missouri. The profile data in this study are the result of a student questionnaire administered to students attending

district community colleges during fall semester 1973. Of the total district population of 10,879 full-time and part-time students, 10,117 students (93 percent response rate) completed and returned usable questionnaires. The study was guided by two basic purposes: (1) to describe and analyze characteristics of students unique to district community colleges, and (2) to examine the district student population in terms of differentiation from "traditional" student populations in a national sample of 2- and 4-year institutions. The study begins with the presentation of a model for classification and analysis of student characteristics data in higher education. A total of 29 student characteristics variables are described in the study. Thirty tables provide the study data. (Author/DB)

**ED 097 060** JC 740 382

*Korim, Andrew S.*  
**Older Americans and Community Colleges: A Guide for Program Implementation.**

American Association of Community and Junior Colleges, Washington, D.C.  
Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 74  
Note—123p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle N. W., Washington, D. C. 20036 (\$3.50)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*College Curriculum, \*Community Colleges, \*Community Services, Guides, Manpower Development, \*Older Adults, Post Secondary Education, \*Program Development, Senior Citizens

The unique position of community colleges in the community service structure is described in this guide, and numerous examples of how pioneering colleges are finding their way into the aging field are provided. The chapters of the guide are as follows: 1. Aging as a Priority for Community Colleges; 2. Manpower for the Field of Aging; Status of Training Programs in Community Colleges; 3. Manpower for the Field of Aging: Expanding and Improving Programs; 4. Centers for Senior Citizens; 5. Organizing Community Resources; 6. Meeting the Challenge; 7. Appendices (13). (DB)

**ED 097 061** JC 740 383

*Kinney, Paul W. And Others*  
**Special Area Coding Community College District Boundaries on the Los Angeles County DIME File.**

Los Angeles Community Coll. District, Calif.  
Pub Date Oct 74

Note—31p.; Marginal legibility on some pages

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*College Admission, \*Community Colleges, \*Data Bases, \*Data Processing, \*Geographic Location, Maps, Post Secondary Education, School Districts, Technical Reports  
Identifiers—California, \*Los Angeles Community College District

This report documents the development of three major products: (1) a Los Angeles County Dual Independent Map Encoding (DIME) File to which community college district boundaries have been special area coded; (2) a book-like listing of all house number ranges and street names and the college district and census tract they are found in; and (3) a bound map-atlas of census blocks and census tracts on which the current boundaries of community college districts in Los Angeles County are traced. The use of the DIME File and appropriate computer software to review the addresses of student applicants and determine whether they reside in the college district is discussed. Appendixes provide an example of Census Tract and Census Block Coding, an Example Coding Sheet, Copies of Correspondence, and a Street Spelling Standardization Form. (DB)

**ED 097 062** JC 740 384

*Survey of Senior Citizens.*  
Cerritos Coll., Norwalk, Calif.  
Pub Date Sep 74

Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College Role, \*Community Colleges, Community Services, \*Institutional Research, Older Adults, Post Secondary Educa-

tion, \*Program Attitudes, \*Questionnaires, \*Senior Citizens, Surveys, Tables (Data), Technical Reports

Identifiers—California, \*Cerritos College, Senior Citizen Questionnaire

The Senior Citizen Questionnaire was mailed to 779 senior citizens who were members of the Cerritos College Golden Key Club. One hundred sixty-eight or 21.6 percent returned a completed questionnaire. Some of the findings presented were: (1) concerning subject matter areas of importance, "hobby and recreational subjects" was considered the most important; (2) the program activity senior citizens would be most likely to participate in was "museum tours, demonstrations, field trips, visits"; (3) programs for older adults should be located in "community centers"; (4) senior citizens would like to see a "senior center or club" provided; (5) in setting up a program for older adults, the senior citizen felt that Cerritos College should emphasize "coping better with daily life problems—health, finance"; (6) the occupational area was "General Office Services"; (7) the majority of the senior citizens who responded to the survey stated that they would not be interested in visiting the career guidance center to explore employment possibilities; (8) the majority of the respondents were over 55; (9) the majority of the respondents were females; and (10) Norwalk had the largest percentage of respondents. (Author)

**ED 097 063** JC 740 385

*Hurley, Rodney G.*  
**The Program of Articulation for Florida's Public Institutions of Higher Education.**

Pub Date 27 Feb 73  
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (58th New Orleans, Louisiana, February 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Articulation (Program), \*Community Colleges, Data Collection, Educational Research, Higher Education, \*Interinstitutional Cooperation, Post Secondary Education, Speeches, \*Transfer Students, \*Universities  
Identifiers—\*Florida

Five articulation studies to be performed by the Florida Community Junior College Inter-Institutional Research Council are discussed. The studies are: General Description of Student Characteristics—A Transfer Student Profile; Upper Division Performance of Community College Students Grouped by Level of Florida Transfers by Majors and in Core Courses in Majors; Retention of Students in Lower Divisions in Florida Public Universities and Community Colleges and in Upper Division of Universities; and Academic Success of the Graduates of Three Florida Public Universities in Post-Baccalaureate Study. (DB)

**ED 097 064** JC 740 386

*Valdes, Plano B., Jr. Hardcastle, Mia*  
**Project LECA Final Report, 1973-74.**

Hillsborough Community Coll., Tampa, Fla.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.; Florida State Board of Regents, Tallahassee.

Pub Date 1 Sep 74

Note—105p.  
Available from—Office of Community Services, Dale Mabry Campus, Hillsborough Community College, P. O. Box 22127, Tampa, Florida 33622 (Free)

**Document Not Available from EDRS.**

Descriptors—\*Community Colleges, \*Community Involvement, \*Ecology, \*Environment, Post Secondary Education, Program Costs, \*School Community Programs, Technical Reports  
Identifiers—Florida, Higher Education Act Title I, \*Project LECA

Project LECA (Local Environment in III Century America) was designed by Hillsborough Community College as a 10-month series of seminars, forums, speeches, public debate, and other events on environmental concerns that affect the nation, state, and the Tampa Bay Area. In all, 2,380 persons have participated directly in the LECA programs held, which have been free to the public. This report contains a brief summary of the project, program reports, program announcements, newspaper articles, listings of audiovisual materials available, editorials, bulletins, listings of participants, copies of correspondence, newsletters, and a budget and expense summary. (DB)

**ED 097 065**

JC 740 387

*Phillips, James A.*

**Economic Impact of Community Colleges on Local Economies.**

Pub Date 7 Nov 74

Note—11p.; Paper presented at the Fall Meeting of the Community College Social Science Association (Dallas, Texas, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Community Benefits, \*Community Colleges, \*Economic Progress, \*Economics, Human Capital, \*Models, Post Secondary Education, Speeches

Identifiers—\*ACE Model, California, Cypress College

The ACE model, an impact model that offers a number of specific, interrelated equations to provide quantitative results of college operation in the local economy, is discussed. The components affected include local business, governments, and individuals, with both positive and negative economic impacts on each group. A table presents Cypress College Economic Impact on Local Community. A list of 25 references is provided. (DB)

**ED 097 066**

JC 740 388

*Viaux, Frederic B.*

**A Proposal to the Massachusetts Board of Regional Community Colleges for a New Occupational Program.**

Middlesex Community Coll., Bedford, Mass.

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Associate Degrees, Budgets, \*Community Colleges, \*Course Descriptions, \*Curriculum Design, \*Mental Health, Post Secondary Education, Subprofessionals, \*Technical Education

Identifiers—Massachusetts, \*Middlesex Community College, Proposals

The development of a Mental Health Technology Program at Middlesex Community College is proposed. The 2-year program would train the student to become a middle-level generalist in the field of mental health with special abilities as a communicator. On successfully completing the program, the student would receive an Associate Degree in Mental Health Technology. The sections of the proposal are: 1. Purpose of the Program (Major Objectives, Job Performance, Specific Agencies to Be Served); 2. Need for the Program; 3. Program Design (Curriculum, Course Descriptions); 4. Clinical Affiliations; 5. Potential Enrollment; 6. Similar Programs; 7. Faculty Requirements; 8. Physical Plant and Equipment; 9. Cost Analysis; 10. Cover Letter and Attachments. (DB)

**ED 097 067**

JC 740 389

*King, Maxwell C. And Others*

**A Model Process for Institutional Goals-Setting. A Module of the Needs Assessment Project.**

Brevard Community Coll., Cocoa, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Grant—OEG-73-1180

Note—24p.; Prepared for the Central Florida Community Colleges' Consortium; Pages 12 through 21 are copyrighted and therefore not available

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College Administration, \*Community Colleges, Consortia, Decision Making, \*Educational Objectives, Guides, \*Institutional Role, Junior Colleges, \*Models, \*Objectives, Post Secondary Education, School Community Cooperation

Identifiers—Brevard Community College, Higher Education Act Title III, IGI, \*Institutional Goals Inventory

A goals-setting model for the community/junior college that would interface with the community needs assessment model was developed, using as the survey instrument the Institutional Goals Inventory (I.G.I.) developed by the Educational Testing Service. The nine steps in the model are: Establish Committee on College Goals and Identify Goals Project Director; Identify Community Needs; Develop Institutional Goals Statements; Compare Developed Goal Statements with Goals Inventory; Identify Community Sample and Administer I.G.I.; Score Inventory Booklets; Report

I.G.I. Findings to Goals Committee; Develop Institutional Goals; and Preparation of Institutional Objectives. Appendices to the report are: Brevard Community College's Published Goals; Goal Statements Appearing in the National Lab for Higher Education's Goal-Setting Model; Recommended List of Goal Statements for Inclusion in the Institutional Goals Inventory; and Characteristics of Good Objectives. A short selected bibliography is included. (Appendix A, pages 12 through 21, the Institutional Goals Inventory, has been deleted due to copyright restrictions. Copies of the inventory may be obtained from the Educational Testing Service, Princeton, New Jersey 08540.) (DB)

**ED 097 068** JC 740 391  
**Cypress College Faculty Handbook, 1974-75.**  
 North Orange County Community Coll. District,  
 Fullerton, Calif.  
 Pub Date [74]  
 Note—114p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

**POSTAGE**  
 Descriptors—\*Administrator Responsibility,  
 \*College Faculty, Community Colleges, \*Faculty  
 Organizations, Guides, Manuals, Organizations  
 (Groups), Post Secondary Education,  
 \*School Policy, \*Teacher Responsibility  
 Identifiers—\*Cypress College

Prepared by the teachers and administrators of Cypress College, this "Faculty Handbook" contains the general descriptions of staff responsibilities, and describes the policies, procedures, and routines. The chapters of the handbook, which follow a Foreword, Code of Ethics, Calendar, and Administrative Chart, are: 1. Organization; 2. Staff Responsibilities, Campus Committee Structure; 3. Committees; 4. Curricular Assignments; 5. Student Personnel; 6. Procedural Information; 7. Business Services; 8. Instructional Materials Center; 9. Policies and Procedures; and 10. Constitution and By-Laws, Academic Association. (DB)

**ED 097 069** JC 740 392  
**Greaves, Fred**

**School and College Cooperation: A Report on an Experimental Project in Concurrent Enrollment.**  
 Research Report No. 8.

Salinas Union High School District, Calif.  
 Pub Date May 74  
 Note—42p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**  
 Descriptors—\*Advanced Placement Programs,  
 \*College High School Cooperation, \*Coopera-  
 tive Programs, \*Dual Enrollment, Experimental  
 Programs, Higher Education, High School Stu-  
 dents, Parent Attitudes, Post Secondary Educa-  
 tion, \*Program Evaluation, Secondary Grades,  
 Statistical Data, Student Attitudes, Technical  
 Reports

Identifiers—California, \*Hartnell Community  
 College

The Salinas Union High School District's Concurrent Enrollment Program, in which credit for college courses successfully completed can be applied toward high school graduation, was evaluated. The evaluation covered the period from September 1972 to January 1974, during which 201 high school students were concurrent-enrollment and advanced-placement participants. The sections of the report provide the following: (1) the name, title, units, and number of persons completing each course, the grade earned, and the cumulative grade point average per unit in a specific content area; (2) participating students' evaluation of the experimental program; (3) parents' evaluation of selected aspects of the program; (4) a digest of participating students' additional comments; (5) a digest of parents' comments; (6) analysis and comparison of the experimental period to a base period; (7) post concurrent enrollment activity; and (8) recommendations. An appendix provides the students' and parents' evaluation forms, with the covering letter. (DB)

**ED 097 070** JC 740 393  
**Haehn, James O. Meuter, Ralph F.**

**Student and Faculty Responses to an Experiment in Inter-Institutional Cooperation.**  
 Pub Date 7 Nov 74

Note—10p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Francisco, California, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Community Colleges, Higher Education, Intercollegiate Programs, \*Interinstitutional Cooperation, Post Secondary Education, Questionnaires, Speeches, \*Student Attitudes, Student Characteristics, Summer Schools, Tables (Data), \*Teacher Attitudes, \*Universities  
 Identifiers—Butte Community College, California State University

In 1974, California State University, Chico, and Butte Community College agreed to experiment in offering a joint summer session. This involved holding both planned programs on the Chico campus, coordinating class offerings to minimize duplication in offerings and the times of the offerings, and the sharing of physical facilities such as science laboratories. During the fifth week of the 6-week cooperative session, a survey was made of all students and faculty in the classes being offered by both schools. The questionnaire used was designed to ascertain student and faculty reactions to the experiment and their assessments of various services provided during the summer. In addition, data were obtained on selected demographic characteristics of the summer students and their reasons for attending summer classes. The survey showed that the Chico faculty and students were less positive than the Butte faculty and students as to the benefits derived from the coordinated session. Their respective attitudes were influenced by the fact that the coordinated summer session produced a decline in Chico State student enrollment and caused an increase in enrollment at Butte College. Closer coordination of courses and greater attention to courses jointly offered might minimize the negative effects. (Author/DB)

**ED 097 071** JC 740 394

**Morris, William Gold, Ben K.**

**Student Accountability Model: Procedures Manual. Vocational Education, Part C.**

California Community Colleges, Sacramento.  
 Spons Agency—Office of Education (DHEW),  
 Washington, D.C.

Pub Date Aug 74  
 Note—56p.; Research Project 19-34741-C3-235

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—College Students, \*Community Colleges, Dropout Research, Evaluation Methods, \*Followup Studies, Graduate Surveys, Guides, \*Models, Post Secondary Education, \*Program Evaluation, Questionnaires, Sampling, Student Characteristics, \*Vocational Education  
 Identifiers—California, SAM, \*Student Accountability Model

The Student Accountability Model (SAM) was developed by a consortium of 12 members, to provide a system of procedures for identifying and describing California community college occupational students and for obtaining information about them after they leave college. The two components of the model are the Student Accounting Component (Classification of Occupational Courses, Identification of Occupational Student Majors, and Data for Voc-Ed For CCOE48) and the Student Followup Component (Classification of Previous Semester Students, Followup Procedures for Groups—selection of group(s), preparation of students, study design—Data for Voc-Ed Form CCOE45, and Data for Program Evaluation and Planning). Each of the tasks involved in the two components is discussed. (Appendixes present the following: a discussion of Sampling in Followup Studies, Sample Instruments for Followup Preparation (In-Class Questionnaire, EXIT Interview Form, and Followup Alert Letter), and a list of members of the Project Consortium. (DB)

**ED 097 072** JC 740 395

**Wells, William J.**

**Student Accountability Model: Flowcharts and Programs. Vocational Education, Part C.**

California Community Colleges, Sacramento.  
 Spons Agency—Office of Education (DHEW),  
 Washington, D.C.

Pub Date Aug 74  
 Note—44p.; Research Project 19-34741-C3-235

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Community Colleges, \*Computer Programs, \*Flow Charts, Followup Studies, Guides, \*Models, Post Secondary Education, \*Program Evaluation, \*Vocational Education  
 Identifiers—California, SAM, \*Student Accountability Model

The flowcharts and computer programs prepared for use in conjunction with the Procedures Manual for the Student Accountability Model (see JC 740 394) are presented. The programs provide an illustration of how one district applied the flowchart to its own hardware capabilities. The flowcharts are: Assign Course Priority, Assign Student Major, Assign Course Majors, Non-continuing Students, and Unduplicated Counts. The programs are: Student Count by Priority, Semester, and Unduplicated Counts, Year. The hardware requirements and a card layout form are provided. (DB)

**ED 097 073** JC 740 396

**Selgas, James W. Blocker, Clyde E.**

**Student Services: An Evaluation. Research Report No. 13.**

Harrisburg Area Community Coll., Pa.  
 Pub Date 74

Note—78p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

**POSTAGE**

Descriptors—Administrator Attitudes, College Graduates, \*Community Colleges, Dropout Attitudes, \*Institutional Research, Post Secondary Education, \*Program Evaluation, Questionnaires, Student Attitudes, \*Student Personnel Services, Surveys, \*Tables (Data), Teacher Attitudes, Technical Reports

Identifiers—\*Harrisburg Area Community College, Pennsylvania

Seven groups were surveyed during March through June 1972 as to the importance, quality, and extent of use of various student service functions at Harrisburg Area Community College. Faculty, administrators, student services staff, and four student groups (current, graduates, non-returning, and student counselors) comprised the survey population. Of the 1,088 people who received the survey instrument, 533 responded. Section A of the instrument elicited information related to: Admissions, Registration and Records; Guidance and Counseling; Job Placement and Financial Assistance; Student Activities; Administrative Services; and Use of Student Services. In Section B the questions concerned: Psychological Services; Student Counselors; Advisor Roles; the Structure of Student Services; Importance of Types of Counseling; Administrative Functions as Related to Student Personnel Services; and Attitudes Toward the Counseling Process. The survey data, which are summarized and tabulated, show that, on the whole, the students and faculty were generally satisfied with the services being provided. The responses did indicate, however, that there was a very real need for the services of a full-time psychologist. There were considerable differences of opinion regarding student counselors; the strengths (academic advising) and a relative weakness (nonacademic advising) of faculty advisors were identified; academic-career counseling and vocational/placement counseling were more important to students than to the student services administration; and the majority of the students felt that seeking counseling was a sign of strength. (Appendixes are Presentation of Data, Tables, and Survey Instruments.) Document available from EDRS only. (DB)

**ED 097 074** JC 740 397

**Wattenbarger, James L. Bielen, Alan V.**

**Report on State Salaries in Public Community/Junior Colleges for National Council of State Directors of Community/Junior Colleges.**

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Aug 74  
 Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Administrative Personnel, College Faculty, \*Community Colleges, \*Junior Colleges, \*National Surveys, Post Secondary Education, Questionnaires, Salaries, \*State Colleges, Statistical Data, Surveys, \*Teacher Salaries

The results of a national survey of salaries at public community colleges in 39 states and Puerto Rico are presented. The survey data were collected for the 1972-73 year in seven states and for 1973-74 in the rest of the states. The report is divided into six sections that correspond to the six questions on the questionnaire, which were as follows: (1) Including all ranks, what is the total range of faculty salaries in your state? (2) If you can, please provide a median salary figure (instructor, assistant professor, associate professor,

professor, all ranks). (3) What is the salary range of administrators? (4) Are the above salaries established by local board, state board, legislature, local college administration, other? (5) Deviations from established salary ranges may be approved at what level? (6) By what method or justification are salaries increased? The survey data are provided in six tables, and the questionnaire is given in an appendix to the report. (DB)

ED 097 075 JC 740 398

Uniform Reporting System. A Manual of Instructions for the Preparation of Reports for the Post-Secondary Division of the Texas Education Agency and the Community College Division of the Coordinating Board.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Apr 73

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*Community Colleges, Data Collection, \*Enrollment Rate, Guides, \*Junior Colleges, Post Secondary Education, \*Reports, \*Statistical Data

Identifiers—Texas

The purpose of this manual is to assist in the collection of data needed by state agencies in order to comply with pertinent statutes, particularly the current appropriations act. The four parts of the manual are: Introduction; Reporting Schedule (Semester Reporting Schedule, Quarterly Reporting Schedule, End of Fiscal Year, Summary Reports); Reports (CB-1: Preliminary Report of Headcount Enrollment; CB-1A: Headcount Enrollment Report; CB-1B: Headcount Enrollment Report by Level, Sex, and Place of Instruction; CB-001D: Enrollment Certification; CB-001E: Semester Credit Hour and Contact Hour Certification, Academic Courses; CB-001: Student Data Report; CB-003: Class Data Report for All Courses Not Funded Through the Texas Education Agency; CB-003A: Class Data Report for Vocational-Technical Courses of Semester Length; CB-003B: Class Data Report for Off-Campus and Out-of-District Courses; CB-007: Class Data Report for Vocational-Technical Courses of Other Than Semester Length; CB-008: Headcount Enrollment by Approved, Occupational Program; CB-004: Summary Graduation Report; Reports of Residence (CB-006A: County-of-Origin Headcount Enrollment; CB-006B: Out-of-State Students; CB-006C: Foreign Students); and Numerical Codes (Community Junior College Codes; County Code Numbers; and State Code Numbers). (DB)

ED 097 076 JC 740 399

Graham, Gary L. And Others

A Comparative Needs Analysis of Supportive Services for Non-Handicapped and Handicapped Persons Seeking Post-Secondary Education from the Community College System.

Nova Univ., Fort Lauderdale, Fla.

Pub Date Jun 74

Note—100p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

#### POSTAGE

Descriptors—\*Ancillary Services, \*Community Colleges, Comparative Analysis, \*Handicapped Students, Post Secondary Education, Practicums, Questionnaires, Student Characteristics, \*Student Needs, \*Student Personnel Services

Identifiers—California, \*State Center Community College District

This study was concerned with identifying the specific information needs and personal needs of handicapped students and comparing the selected needs with needs of general students. The study hypothesis was that there is no significant difference between identified needs of handicapped students and those of general students. The significance between the two groups was analyzed using the chi-square statistical technique. The results of the study indicated that handicapped students had significantly greater information needs in the areas of federal loans, aptitude testing, scholarships, social security benefits, jobs, medical benefits, course prerequisites, work experience, elective courses, and welfare benefits. The personal needs of the handicapped were significantly higher in problems with taking tests, reading skills, study skills, economic resources, writing skills, low grades, personal goals, and sex-

ual adjustment. The general student population had greater information needs as to information on college majors, other colleges, graduation requirements, and their personal needs were higher in problems with smoking, husband/wife relationships, temper control, religious values, suicidal feelings, drug abuse, and venereal disease. (Author/DB)

ED 097 077 JC 740 400

Edwards, D. William And Others

Possible Mechanisms for Faculty Participation in Multi-Campus Governance at Valencia Community College.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 30 Jan 74

Note—67p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—Administrator Attitudes, \*College Faculty, \*Community Colleges, \*Governance, Multicampus Districts, Post Secondary Education, Practicums, Questionnaires, \*Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Participation

Identifiers—California, \*Valencia Community College

A questionnaire was administered to the faculty and administrators of Valencia Community College to obtain answers to the following questions: (1) Will the present faculty organization meet the needs of a multicampus college? (2) Will the present system of administrative committees, councils, and task forces meet the needs of a multicampus college? (3) What is the most acceptable form of faculty participation in governance for multicampus operation at Valencia? A questionnaire was also administered to a sample of the faculty and administrators of both in-state and out-of-state community colleges with a multicampus operation. The data obtained from the questionnaires were treated descriptively. The results of the study reinforced previous findings that the attitudes of the participants involved in participatory governance are more important than is the specific organizational mode adopted to provide this participation. An open and receptive attitude by the president and other administrators is a key element for effective faculty participation in governance. A strong and dedicated faculty leadership combined with an interested and involved faculty and the administration's attitude will tailor the mechanism to the needs of the participants and insure mutual development of policies and procedures. Another trend that is developing is the necessity to provide a voice for all constituencies of the college. College Wide Councils are emerging as a policy recommending body in many colleges. (There are eight appendices to the report, two of which are the questionnaires.) (DB)

ED 097 078 JC 740 401

Fischer, Olin R., Jr. And Others

Providing Community Services for a Valencia Community College Downtown Center.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 12 Jun 73

Note—57p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*College Programs, \*Community Colleges, \*Community Services, \*Community Surveys, Educational Needs, Participant Characteristics, Post Secondary Education, Practicums, \*Program Planning, Questionnaires, \*Urban Schools

Identifiers—California, \*Valencia Community College

To determine what types of services Valencia Community College's Downtown Multipurpose Center should provide for the community, a questionnaire was either mailed or administered to members of community youth groups, black community leaders, women leaders, and senior citizens. The responses were key punched, tabulated, and calculated. The results of the survey indicated that although there was a demand among all of the target groups for services through a downtown center, the services demanded were significantly different. The services listed as greatly beneficial were in the areas of continuing education—customized workshops,

refresher or short courses, noncredit personal improvement courses, and cultural activities and programs. As a result of this study, the emphasis for the Downtown Center planning shifted from activities of primarily a testing, guidance, and counseling nature to plans for a broad-based community services center emphasizing continuing education. (Tables provide the survey data.) (DB)

ED 097 079 JC 740 402

Kray, Eugene J. And Others

The Development of an Activity Index: An Analysis of Hours Worked and Credit Hours Carried by Full-Time Students of Delaware County Community College.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 1 Jul 74

Note—58p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Academic Achievement, \*Activity Units, College Students, \*Community Colleges, Data Collection, Females, Grade Point Average, Males, Post Secondary Education, Practicums, Questionnaires, \*Student Characteristics, \*Student Employment

Identifiers—\*Delaware County Community College, Pennsylvania

This study was conducted to determine the effects of gainful employment on the academic performance of full-time community college students. A measurement called activity units was created. One hour of academic credit equals three activity units on the basis of one hour in class and two hours of preparation. An hour of gainful employment equals one activity unit. The winter 1974 grade point averages (GPA's) of 722 full-time students enrolled at Delaware County Community College, Media, Pennsylvania, were analyzed to determine if there was a significant relationship between number of activity units and GPA for eight separate categories of students (16-19-year-old single female, 16-19-year-old single male, 20-23-year-old single female, 20-23-year-old single male, 24 years of age or older single female, 24 years of age or older single male, 20 years of age or older married female, and 20 years of age or older married male). As a result of the data analysis, it was concluded that at the .05 level of significance, there was a relationship for all categories except the single females aged 16-19 between number of activity units and GPA. The data indicated that those students carrying between 50 and 59 activity units had the highest level of academic success, and all those carrying over 50 activity units earned higher GPA's than did students carrying less; that married students achieved higher GPA's than single students; that married female students achieved much higher GPA's than any other category; and that students carrying 80 or more activity units have almost exactly the same level of success as the entire sample. (Author/DB)

ED 097 080 JC 740 403

Maier, Stephen

A Compilation of Planning Information for Wyoming's Community College. Wyoming Community Coll. Commission, Cheyenne.

Pub Date Jan 74

Note—112p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—\*Campus Planning, \*Community Colleges, Data Collection, \*Educational Objectives, Post Secondary Education, \*Program Planning, \*State Colleges, Technical Reports

Identifiers—\*Wyoming

Program and campus development plans of Wyoming's community colleges, as of September and October 1973, are provided. The report is divided into three sections: 1. The Colleges (Casper College, Central Wyoming College, Eastern Wyoming College, Laramie County Community College, Northwest Community College, Sheridan College, and Western Wyoming Community College); 2. Summary (Goals and Objectives; Short and Long-Range Plans; Program and Campus Development; and Challenges Facing the Colleges and Commission); and 3. Recommendations. (DB)

**ED 097 081** JC 740 404

Burger, Vernon K. Jelfo, Donald T.  
Design and Implementation of a Governance  
Structure at the Faculty-Administrative Inter-  
face.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 15 Jan 74

Note—30p.; Practicum submitted to Nova  
University in partial fulfillment of requirements  
for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—College Faculty, \*Community Col-  
leges, \*Decision Making, Doctoral Theses,  
\*Governance, Post Secondary Education, Prac-  
ticums, \*Teacher Administrator Relationship,  
\*Teacher Participation

Identifiers—Cuyahoga Community College

This practicum report deals with a governance  
problem at the Eastern Campus of Cuyahoga  
Community College in its third year of operation.  
The problem was a result of the absence of posi-  
tions at the faculty/administration interface and  
the interdisciplinary housing of the faculty. Posi-  
tion papers of task groups made up of an ad-  
ministrator and two faculty members were  
analyzed. The analysis provided a list of adminis-  
trative responsibilities related to five goal areas of  
the college, as follows: (1) academic preparation  
for advanced formal study, (2) career prepara-  
tion, (3) community services, adult education,  
(4) general education, and (5) education and oc-  
cupational counseling, student personnel service.  
Recommendations made by the practicum partici-  
pants are: (1) interdisciplinary housing should be  
retained; (2) two types of leadership positions,  
with different job descriptions should be  
established—cluster leader and division or pro-  
gram leader; (3) an extensive inservice program  
should be implemented; and (4) a committee  
composed of representatives of each of the campus  
constituencies should be established. (DB)

**ED 097 082** JC 740 405

Gonzales, Thomas

A Study of Five Program Areas within Higher  
Education Institutions in the State of Wyoming.  
Wyoming Higher Education Council, Cheyenne.  
Pub Date Nov 73

Note—83p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*College Curriculum, \*Community  
Colleges, \*Comparative Analysis, \*Course  
Descriptions, Course Evaluation, Data Collec-  
tion, Higher Education, Post Secondary Educa-  
tion, State Colleges, Technical Reports, \*U-  
niversities

Identifiers—\*Wyoming

Five program areas among Wyoming higher  
education institutions were studied. The programs  
analyzed were: Agriculture, Apprenticeship  
Training, Computer Science, Law Enforcement,  
and Secretarial Science. The purpose of the study  
was to compare the five programs among the  
community colleges and the University of Wyom-  
ing. The report is divided into four sections: (1)  
bases of comparison and data definitions, (2)  
presentation of the data, (3) conclusions of the  
study, and (4) recommendations for future  
direction. (Author/DB)

**ED 097 083** JC 740 406

Hauselman, A. J. Stanley, Larry D.

Compendium of Selected Data and Characteristics,  
University of Kentucky Community College  
System, 1973-1974.

Kentucky Univ., Lexington. Community Coll.  
System.  
Pub Date Nov 74

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—\*Community Colleges, \*Enrollment  
Rate, \*Financial Support, \*Instructional Pro-  
grams, Post Secondary Education, State Col-  
leges, Statistical Data, \*Student Characteristics,  
Tables (Data)

Identifiers—\*Kentucky

Statistical data are provided on enrollment, in-  
structional programs, financial support, and stu-  
dent characteristics for the 1973-1974 school  
year of the 13 community colleges that comprise  
the University of Kentucky Community College  
System. The data show: (1) a total head-count  
credit enrollment of 12,942 students, representing  
a numerical increase of 665 and a percentage in-

crease of 5.4 over the fall of 1972; (2) 7,755  
(59.9 percent) of the students were working in  
the transfer program and 5,187 (40.1 percent)  
were enrolled in the technical program; (3) the  
Community College System is almost completely  
supported by appropriations of the state legisla-  
ture; including funds budgeted for capital outlay  
and auxiliary services, the total budgeted expendi-  
tures for the community college programs were  
\$9,231,316; and (4) the mean composite ACT  
scores varied from a high of 18.8 to a low of  
16.0, with a mean composite for the system of  
17.6; the mean composite score was higher for  
men than for women; 15 percent of the students  
had incomes of \$6,000 or below; and 89 percent  
were Caucasian and 10.3 percent were Afro-  
American. Twenty-eight tables provide the data.  
(DB)

**ED 097 084** JC 740 407

Gladden, Frank H. And Others

A Feasibility Study of California Community Col-  
leges as Agents for Equipment Fire Prevention  
Education, 1973-1974.

California State Dept. of Conservation, Sacra-  
mento. Div. of Forestry; California State Univ.,  
Chico. School of Education.

Spons Agency—Forest Service (DOA), Washing-  
ton, D.C.

Pub Date [74]

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—College Curriculum, College  
Teachers, \*Community Colleges, Data Collec-  
tion, Feasibility Studies, \*Fire Protection, \*In-  
structional Programs, \*Junior Colleges, Post  
Secondary Education, Questionnaires, School  
Surveys, \*Teacher Attitudes, Technical Educa-  
tion, Technical Reports, Vocational Education  
Identifiers—\*California

The possibility of using the vocational/technical  
instructors of the California Community Colleges  
as a fire-prevention-education resource was ex-  
plored. A questionnaire was sent to 99 California  
community colleges, of which 71 replied. The  
questionnaire addressed the following questions:  
(1) Is the topic of equipment or machine-caused  
fires included in your curriculum? (2) Could the  
California Division of Forestry be of assistance in  
supplying teaching materials for equipment  
caused fires? (3) What would suitable content  
and format be for such materials in your instruc-  
tional program? (4) Would you be interested in a  
cooperative research program with the California  
Division of Forestry in equipment fire preven-  
tion? (5) Would your trade area lay Advisory  
Board Chairman be interested in a cooperative  
equipment fire prevention program for his com-  
mittee? Results of the survey, on a question-by-  
question basis, showed: (1) 60 percent replied "No"  
and 40 percent said "Yes"; (2) 95 percent  
of those not teaching equipment fire prevention  
indicated a desire to receive teaching materials;  
(3) the most popular formats for materials were  
16-mm films, printed material for instructors,  
handouts for students, and free, qualified  
speakers; (4) 132 instructors were interested in a  
cooperative program; and (5) 46 of 203 instruc-  
tors responded positively. (Nine tables provide  
the survey data, and a copy of the questionnaire  
is given. In addition, the California Wildfire Sum-  
mary for 1973 is presented.) (DB)

**ED 097 085** JC 740 408

Milne, Terry L.

Community College Student Personnel Services.

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Bibliographies, College Role, Col-  
lege Students, \*Community Colleges, \*Human  
Development, \*Literature Reviews, Post Sec-  
ondary Education, \*Student College Relationship,  
\*Student Personnel Services

Literature related to community college stu-  
dent personnel services is cited and discussed. A  
table presents the 22 essential functions that stu-  
dent affairs operations must be able to perform,  
according to the authors of a 1965 Carnegie  
study of community college student personnel  
services. These functions are: (1) Orientation  
Functions (distribution of precollege information,  
student induction, group orientation, dissemina-  
tion of career information); (2) Appraisal Func-  
tions (personnel records, educational testing, ap-  
plicant appraisal, health appraisal); (3) Consulta-

tion Functions (student counseling, student ad-  
visement, applicant consulting); (4) Participation  
Functions (cocurricular activities, student self-  
government); (5) Regulation Functions (student  
registration, academic regulation, social regula-  
tions); (6) Service Functions (financial aids,  
placement); and (7) Organizational Functions  
(program articulation, inservice education, pro-  
gram evaluation, administrative organization).  
The decentralization of student personnel ser-  
vices, the establishment of human development  
courses, and the administration of student  
development programs are discussed. A lengthy  
bibliography is included. (DB)

**ED 097 086** JC 740 409

Harlacher, Ervin L.

What It Means to Be Community-Based.

Pub Date 1 Nov 74

Note—9p.; Paper presented at 25th Anniversary  
Convention, Florida Association of Community  
Colleges (Tampa Florida, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*College Role, \*Community Col-  
leges, \*Open Education, Post Secondary Educa-  
tion, \*School Community Relationship,  
Speeches, \*Student Centered Curriculum  
Identifiers—\*Junior College District Metropolitan  
Kansas City, Missouri

The community-based college is both commu-  
nity and learner oriented. It is a cooperator with  
the community in joint meaningful human en-  
deavors. The Junior College District of  
Metropolitan Kansas City will open as a Fourth  
College of the District, a college without walls.  
This college will take into account the need for  
community-based, performance-oriented learning,  
as opposed to the offerings of traditional colleges.  
Already in operation as a first phase of the un-  
dertaking is the Metropolitan Institute of Com-  
munity Services, which serves some 6,000 "new  
students" in community-based programs. If educa-  
tion is to be truly community based, the means  
must be found to reach all potential learners and  
assist them in the continuous process of "self-  
renewal," both individually and collectively. (DB)

**ED 097 087** JC 740 410

Harlacher, Ervin L.

Competency-Based Learning Systems.

Pub Date 29 May 74

Note—10p.; Paper presented at Research Acade-  
my (Kansas City, Missouri, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Community Colleges, \*Educational  
Strategies, \*Individualized Instruction, \*Instruc-  
tional Systems, \*Performance Based Education,  
Post Secondary Education, Speeches  
Identifiers—\*Brookdale Community College,  
New Jersey

The development of competency-based learn-  
ing systems at Brookdale Community College in  
New Jersey is discussed. A concerted effort was  
made not only to recognize individual differences  
among students but also to provide instructional  
strategies that would accommodate the variety of  
learning styles reflected in those differences. The  
Brookdale Educational Plan embodies the follow-  
ing components: (1) the Student Development  
Program, (2) the Career Studies Core, (3) the  
Community Internship, (4) the Learning  
Assistance Program, and (5) the General Educa-  
tion Core. Each of these components is discussed.  
The competency based learning systems at  
Brookdale mean: (1) that required competencies  
(learning objectives) are defined in advance (job  
and transfer standards) for all units, courses, and  
programs; (2) that course and program compe-  
tencies must be mastered if credit is to be  
given and degree awarded; (3) that a wide diver-  
sification of learning methods be utilized to cause  
learning; (4) that all learning experiences must be  
evaluated, utilizing multiple forms, to determine  
whether the desired learning has occurred; (5) that  
the learning pace must be adjusted to needs of  
individual students (self-pacing); and (6) that the  
student must assume responsibility for his  
learning. (DB)

**ED 097 088** JC 740 411

Roelfs, Pamela

Effects of the Changing Age and Sex Composition  
of College Student Bodies.

Pub Date 74

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974).

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Age Differences, \*Community Colleges, Comparative Analysis, \*Junior Colleges, Post Secondary Education, Questionnaires, \*Sex Differences, Speeches, \*Student Attitudes, Student College Relationship

To determine the effects of the increasing enrollment of women and the greater mix in the age composition of student bodies in colleges, questionnaire responses were obtained from approximately 6,500 students in 27 nationally scattered junior and community colleges. Comparisons were made of the college perceptions and experiences of the women and older students with those of men and of younger students. Three age groups were used—under 22, 22 to 29, and older than 29. The responses showed that: (1) sex differences were negligible in more than 100 items concerning academic experiences; only in post-college plans did men respond differently, reporting proportionately greater uncertainty than did women their age; (2) age differences were found to be substantial and linear with respect to academic performance, satisfaction with classes, preference for student- or instructor-directed instruction, and program uncertainty. The older the student, the more likely he is to (1) be in no academic difficulty; (2) be satisfied with his instructors, responsive, and agreeable; (3) prefer instructor-directed learning; and (4) have definite plans as to what he will do after leaving college. Compared with the older student, those of college age have many academic problems, see their classes as lacking challenge, prefer student-planned and student-controlled learning situations, and are uncertain about their programs. (Student Joint Response to Item Groups and Description of Student Grouping are provided.) (DB)

ED 097 089 JC 740 412  
Good, Wallace E.

Labor Studies in the Community College.

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adult Education, \*College Curriculum, \*Community Colleges, \*Curriculum Development, \*Labor Education, Labor Unions, Post Secondary Education, \*Student Characteristics, Technical Reports

Identifiers—California, \*El Camino College

The experience of El Camino College in starting a Labor Studies Program is recounted. The issues and problems discussed are: Advisory Committee Model, College or Union Control?, Administration and Faculty Support, Funding, Enrollment Projections, Coordination, Publicity and Student Recruitment, College Credit, Course Content, Who Should Be Selected to Teach?, Textbooks and Other Materials, Student Characteristics, and Student Feedback. (DB)

ED 097 090 JC 740 413  
Hall, Gerry

A Comparative Study of Specific Skill Requirements of Selected Employers and Clerical Course Content in a Community College District.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 8 Jan 74

Note—38p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Business Education, Clerical Occupations, College Curriculum, \*Community Colleges, Course Content, \*Course Evaluation, Doctoral Theses, \*Job Skills, Post Secondary Education, Practicums, Questionnaires, \*School Industry Relationship

Identifiers—California, \*College of the Sequoias

A questionnaire designed to ascertain the typing, office machines, and mathematics computations skills needs of clerical employees was mailed to 107 employers of general clerical workers in the College of Sequoias district. The responses, received from 73.8 percent of the employers representing 1,013 general office employees, were compared with the relative emphases on course content in the college's typing, office machines, and business mathematics

courses. The proportions of typing courses assignments related to purchase orders, invoices, purchase requisitions, debits and credits, telegrams, and minutes of meetings significantly exceeded the proportions of job time devoted to these tasks, according to employers. Disproportionately large amounts of classroom time, in contrast with employers' work demands, were being consumed by such typing assignments as tables, business letters, and manuscripts. Course requirements and employers' job requirements coincided in the cases of interoffice memos, legal forms, and index cards. In relationship to employers' stated needs, business mathematics courses devoted disproportionately large amounts of course time to fractional computations and percentage computations. Depreciation computations received less course emphasis than job needs suggested. Similarities were found between course emphasis and job requirements in markup/markdown and interest in business mathematics courses. Fewer than 10 percent of the employers' calculating machines were rotary, whereas half of the office machines course time was devoted to learning rotary calculator operations. (Author/DB)

ED 097 091 JC 740 414

Ladd, Sandra L., Ed. Hughmanick, Michael, Ed. *Journal of Undergraduate Psychological Research*, Vol. 1, No. 1.

West Valley Coll., Campbell, Calif.

Pub Date Sep 74

Note—50p.

Journal Cit—Journal of Undergraduate Psychological Research; v1 n1 p1-47 Sep 1974

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Abstracts, \*College Students, Educational Innovation, Higher Education, \*Junior Colleges, Periodicals, Post Secondary Education, \*Psychological Studies, \*Research Projects, Research Reviews (Publications), \*Student Research

Identifiers—California, \*West Valley College

Articles resulting from studies conducted by college undergraduates in all areas of experimental psychology are provided, together with abstracts of other papers authored by students in the field of study. The articles are: The Influence of SET on Solving Hidden-Word Problems by Lana I. Boutacoff; Violation of Personal Space in Deviant Adolescents by Robert J. Hodges; Three Mnemonics: Pegword, Progressive Elaboration, and Narrative Chains Compared for Effectiveness by Barbara Manlove; The Effect of REM Sleep Deprivation on a DRL Schedule—A Male Albino Rat by Alan Rowland and Jean Enero; and The Effects of Extraneous Stimuli on the Learning Rates and Performance Levels of an Autistic Child by Dan J. Rybicki, Dean Alexander, Cory Shulman, Laura E. Schreiman, and David Rosenzweig. The abstracts are of the following papers: The Good Behavior Game: Its Application in Reducing Disruptive Behavior in a Problem Classroom by Laurel A. Bartlett; Cutaneous Perception of Color—Yes or No? by Dietra Brown; Content Analysis: History, Methodology, and Research Applications in Psychology by Alice King; The Effect of Alpha and Beta Activity on Recall of Low and High Association CVC Trigrams by Margaret L. Marsden and Thomas A. Pettie; and Modification of Disruptive Classroom Behavior by a Response Cost Token System by Blis Rodriguez. This journal represents an innovative junior college project. (DB)

ED 097 092 JC 740 415

Policies and Procedures for Administrative Personnel.

Macomb County Community Coll., Warren, Mich.

Pub Date 1 Jul 73

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrative Personnel, \*Administrative Policy, \*Administrator Guides, Board of Education Policy, \*Chief Administrators, \*Collective Bargaining, College Faculty, \*Community Colleges, Guides, Post Secondary Education, Salaries

Identifiers—Macomb County Community College, Michigan

A policies and procedures manual for all administrators in the multicampus Macomb County

Community College district, with the exception of the highest executive officers at the district level, and for all administrators at the campus level, including the dean of the campus, i.e., president, is provided. Following a preamble, the articles of the manual are: Membership; Conditions of Employment; Changes in Organization; Vacancies; Contracts; Academic Rank and Salary; Assignment to Faculty Status; Duties and Responsibilities; Evaluation; Civic Responsibilities; Administrative Service Committee; Compensation; Leaves of Absence; Fringe Benefits; Professional Concerns Committee—Board of Trustees Relationship; Due Process Procedure; Administrators Employed for Specially Funded Programs; and Termination and Modification. Appendixes provide: (A) Administrative Salary Ranges, and (B) Administrative Positions. (DB)

## PS

ED 097 093 PS 007 154

Hollick, Rosemary And Others

A Review of Federal and State Regulations for Day Care Programs and Facilities. Center for Human Services Development Report No. 10.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Report No.—PSU-CHSD-R-10

Pub Date Apr 72

Note—41p.; For other reports in this series, see PS 007 155-164

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Admission Criteria, \*Certification, \*Day Care Services, Food Service, Health Services, Instructional Staff, Parent Education, Physical Facilities, \*Policy Formation, Program Improvement, School Personnel, State Licensing Boards, \*State Standards, \*State Surveys, Transportation

This report provides a review of U.S. regulatory standards for day care programs and facilities and makes recommendations for the revision of day care regulations in Pennsylvania. Following a brief discussion of federal interagency requirements, a number of short descriptive analyses compare individual state standards in the areas of licensing, physical environment, staff/child ratios, admission policies, and program and services. A short separate section deals with family day care homes and special group infant and night care programs. On the basis of this review, 17 specific recommendations are provided for the formation of new day care standards in Pennsylvania. (CS)

ED 097 094 PS 007 155

Peters, Donald L. Sibbison, Virginia

Considerations in the Assessment of Day Care Needs. Center for Human Service Development Report No. 12.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Report No.—PSU-CHSD-R-12

Pub Date Jun 72

Note—44p.; For other reports in this series, see PS 007 154-164

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Changing Attitudes, \*Community Attitudes, \*Community Characteristics, \*Community Services, \*Day Care Services, Decision Making, Educational Needs, Evaluation Criteria, Facility Case Studies, Guidelines, \*Needs

This report highlights problem areas and suggests methodological guidelines to be considered in the assessment of community day care needs. The report is organized around three definitive areas of assessment: the number of potential users, consumer demand, and community needs. Each of the three sections is concluded with generalized content questions. The appendix is a case example illustrating how assessment information may be used in the planning and decision-making processes. A question-and-answer format is used, followed by summarizing remarks. (Author/CS)

ED 097 095 PS 007 156

Peters, Donald L. McNichol, Margaret  
**The Training and Certification of Early Childhood Personnel. A Position Paper. Center for Human Services Development Report No. 13.**  
 Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.  
 Report No.—PSU-CHSD-R-13  
 Pub Date Jun 72

Note—38p.; For other reports in this series, see PS 007 154-164

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—Agency Role, Community Influence, Credentials, \*Early Childhood Education, Educational Assessment, Educational Mobility, Evaluation Criteria, Individual Differences, Models, Paraprofessional School Personnel, \*Performance Based Teacher Education, Professional Personnel, \*School Personnel, \*Teacher Certification, \*Training

This paper assesses the present state of training, licensing, and certification of early childhood personnel in Pennsylvania. Assessment is based on assumptions requiring conceptualization of (1) certification based on competency or performance, (2) education and training that includes both formal and informal experiences, and (3) planning and evaluation that is centered around the community as well as around an institution or agency. The analysis suggests a confusing and probably unjustifiable multiplicity of requirements and supervising agencies. The requirements were felt to provide insufficient flexibility for (1) vertical and horizontal mobility of personnel; (2) adaptation to a particular employment level, a particular clientele population, and the facility or institution of employment; (3) adaptation for individual differences in personnel; or (4) input from communities. Further, the paper indicates that existing personnel requirements were not based on performance criteria, employment success, or changing times. An alternative competency-based certification procedure is proposed. Guidelines are provided for determining appropriate and relevant competency sources and curricula domains for all levels of training and certification. The schematic framework for developing a total system is also included. (CS)

ED 097 096 PS 007 158

Myers, Leta F., Ed.  
**The Family and Community Impact of Day Care: Preliminary Findings. Center for Human Services Development Report No. 17.**  
 Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.  
 Report No.—PSU-CHSD-R-17  
 Pub Date Dec 72

Note—217p.; For other reports in this series, see PS 007 154-164

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

**Descriptors**—Community Involvement, \*Day Care Services, Family Income, \*Family Resources, Fathers, Interpersonal Relationship, Interviews, Marriage, Mothers, \*Parent Participation, \*Participant Satisfaction, Questionnaires, Rural Urban Differences, Socioeconomic Influences, Working Women

This document presents the preliminary analysis and findings of the first three parts of the Family and Community Impact Study designed to investigate the influences of day care on families and communities in Pennsylvania. The three reports discuss: (1) parent participation in day care and the relationship between the use of day care facilities and marital satisfaction; (2) the relationship between day care facilities and the community, described in terms of community participation and the utilization of community services; and (3) the impact of day care on family economics, described in terms of family income, rate of employment of spouses, and use of free time by the unemployed day care mother. Data were obtained from parents who had a child in day care or were waiting to place a child. Data tables and bibliographies are included. (CS)

ED 097 097 PS 007 159

Peters, Donald L.  
**Day Care Homes: A Pennsylvania Profile. Center for Human Services Development Report No. 18.**  
 Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.  
 Report No.—PSU-CHSD-R-18  
 Pub Date Dec 72

Note—44p.; For other reports in this series, see PS 007 154-164

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—\*Day Care Programs, \*Day Care Services, Ethnic Distribution, Exceptional Child Services, Family Characteristics, \*Family Environment, \*Federal Aid, Learning Activities, Observation, Physical Environment, \*Rural Urban Differences, Student Teacher Relationship, Teacher Characteristics

**Identifiers**—\*Family Day Care, Pennsylvania  
 This report presents a preliminary profile of home day care in Pennsylvania. Information was gathered through extensive questionnaires and home observations which occurred during site visits to a geographically-representative sample of 162 licensed or approved day care homes. In the profile, comparisons are made between 146 homes which are privately funded and the 16 programs which receive aid through the provisions of the Social Security Act, Title IV-A. Comparisons are also made for areas of different population densities. Descriptive data are presented in these areas: (1) child characteristics such as levels of enrollment, age groupings, and ethnic background; (2) special services for school-age children and exceptional children; (3) length of child care, withdrawal, and absences; (4) family characteristics; (5) formal and informal training and experience of day care mothers; (6) physical environments—indoor and outdoor; (7) educational and play activities, materials, and equipment; and (8) atmosphere, including verbal and physical contact between day care mothers and children, amount of time spent with children, imposition of rules and restrictions, and response to children's needs. A summary and discussion of the major findings conclude the report. (Author/SDH)

ED 097 098 PS 007 160

Cohen, Allan S. And Others  
**Pennsylvania Day Care Centers: A Preliminary Profile. Center for Human Services Development Report No. 20.**  
 Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.  
 Report No.—PSU-CHSD-R-20  
 Pub Date Jan 73

Note—103p.; For other reports in this series, see PS 007 154-164

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

**Descriptors**—Administrative Organization, Ancillary Services, Child Care Workers, \*Day Care Programs, \*Day Care Services, Ethnic Distribution, Evaluation Methods, Exceptional Child Services, Family Characteristics, \*Federal Aid, \*Financial Support, Outreach Programs, Parent Education, \*Population Distribution, Training, Volunteers

**Identifiers**—\*Pennsylvania  
 This report presents a preliminary analysis of Pennsylvania day care centers based on data obtained through questionnaires, site visitations, and observation. The sample of day care centers is described in terms of two major variables: population density and funding. Topics include: (1) administration and organization; (2) staff (recruitment, salaries, training, and volunteers); (3) children served (selection, exceptional child services, additional program attendance, age groupings, race, ethnic background, as well as medical services, personal hygiene training, and meal arrangements); (4) family characteristics (size, family services, parent education, and parent involvement); (5) community outreach services, (education, counseling, and referral); (6) general program characteristics; and (7) program evaluation methods. Short topic summaries are provided. Data tables make up approximately half the document. (SDH)

ED 097 099 PS 007 161

Hu, Teh-Wei Wise, Karl  
**A Cost Analysis of Day Care Centers in Pennsylvania. Center for Human Service Development Report No. 21.**  
 Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.  
 Report No.—PSU-CHSD-R-21  
 Pub Date Mar 73

Note—51p.; For other reports in this series, see PS 007 154-164

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

**Descriptors**—\*Child Care Centers, \*Cost Effectiveness, \*Data Analysis, Data Collection, \*Day Care Programs, Enrollment, \*Estimated Costs, Government Role, Literature Reviews, Management, Models, Policy Formation, Statistical Data, Tables (Data)

The purpose of this study is to provide day care center management and government funding agencies with empirical estimates of the costs of day care centers in Pennsylvania. Based on cost data obtained from the Department of Public Welfare and survey information from the Pennsylvania Day Care Study Project, average and marginal costs of day care services were estimated by employing the least-squares regression technique. The report is divided into five sections: (1) a literature review on four day care cost studies, (2) a description of the cost model used in this study, (3) data analysis (including summary tables), (4) a description of the estimation technique and presentation of the empirical results, and (5) a discussion of policy implications of the empirical cost relationships. Policy recommendations are made as well as suggestions concerning future research and data collection procedures. (Author/SDH)

ED 097 100 PS 007 162

Harrell, Janet E.  
**Substitute Child Care, Maternal Employment and the Quality of Mother-Child Interaction. Center for Human Services Development Report No. 23.**  
 Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.  
 Report No.—PSU-CHSD-R-23  
 Pub Date Apr 73

Note—36p.; For other reports in this series, see PS 007 154-164

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—\*Child Care, \*Day Care Services, Family Characteristics, \*Family Life, Hypotheses Testing, Job Satisfaction, Literature Reviews, Mother Attitudes, \*Parent Child Relationship, Role Theory, Tables (Data), \*Working Women

**Identifiers**—\*Pennsylvania

This study investigates three hypotheses: (1) there is a positive relationship between maternal satisfaction with substitute child care and maternal work satisfaction; (2) there is no relationship between satisfaction with substitute child care and the quality of mother-child interaction; and (3) there is a positive relationship between maternal work satisfaction and the quality of mother-child interaction. The majority of data was obtained from 89 employed mothers from 190 intact families in rural and urban Pennsylvania. Each family either had children enrolled in day care centers or had their names on a day care waiting list. Three instruments (two scales and a questionnaire) were administered during structured interviews which measured maternal satisfaction with child care and employment as well as the quality of mother-child interaction. The theoretical constructs of role dominance and shifting role dominance were used to conceptualize the problem and to interpret the results which suggest that: (1) maternal satisfaction with substitute child care is not directly related to the quality of mother-child interaction; (2) maternal satisfaction with substitute child care is positively related to maternal work satisfaction; and (3) maternal work satisfaction is positively related to the quality of mother-child interaction. (Author/SDH)

ED 097 101 PS 007 280

George, Shirley Collier

A Survey of Early Childhood Development Activities in Oklahoma and a Proposed Plan for the Establishment of an Oklahoma State Office of Early Childhood Development.

Oklahoma State Office of Community Affairs and Planning, Oklahoma City.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 31 Aug 73

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Child Advocacy, \*Child Development, Child Responsibility, \*Early Childhood, \*Models, Personnel Selection, Program Planning, Resource Materials, \*State Agencies, State Programs, \*Statewide Planning

Identifiers—\*Oklahoma

This report discusses two aspects of the status of early childhood development services in Oklahoma: (1) a survey of the present efforts, programs, and supportive services in the state; and (2) a proposed plan to establish a new state office of early childhood development. The report reflects the philosophy that every child in the state has a right to opportunities which insure total development and that it is the state's responsibility to provide these opportunities. In the first section, a thesis for a model state process of establishing quality programs is presented, stressing the developmental stages involved and the structures and objectives of the state office. Also, the major findings about Oklahoma child development activities are listed. The second part of the report includes a discussion of the proposed process for creating a state office, duties of an appointed task force, location of the office in state governmental structure, staffing, and publications. (SDH)

ED 097 102 PS 007 344

Shipley, Elizabeth F.

The Piagetian Class-Inclusion Task: An Alternative Explanation. Technical Report No. 19.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Feb 74

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Children, \*Classification, Cognitive Ability, Cognitive Development, \*Conservation (Concept), Cues, \*Developmental Tasks, Generalization, Logic, Psycholinguistics, \*Research, \*Structural Linguistics, Tables (Data)

Identifiers—Class Inclusion Task, Grammatical Constraint Hypothesis, \*Piaget (Jean)

This study investigated the linguistic components of Piaget's class-inclusion task. First, hierarchical classification is examined from both Piagetian and linguistic theory points of view. Then, two general characteristics of child thinking that relate to the different interpretations of the responses to classification questions are discussed: (1) the tendency to overgeneralize rules, and (2) the lack of analytic aptitude. The considerations of these characteristics lead to the conclusion that children "understand wrongly" in the class-inclusion tasks because of grammatical constraints. In the third section, five research experiments designed to evaluate the grammatical constraint hypothesis are presented: (1) a methodological study to establish two slightly different forms of the class-inclusion question; (2) a study of grammatical aids to correct comparison; (3) a direct test of the child's use of grammatical clues; (4) a study to determine the independence of class-inclusion performance and the ability to compare part and whole in other ways; and (5) a study to examine performance for two types of numerical comparisons. The results of the experiments and some possible conclusions are also discussed. (Author/SDH)

ED 097 103 PS 007 380

Roderick, Jessie A.

Identifying, Defining, Coding, and Rating Nonverbal Behaviors That Appear to Be Related to Involvement: Project on Involvement Interim Report No. 2, Occasional Paper No. 12.

Maryland Univ., College Park. Center for Young Children.

Pub Date Jul 73

Note—79p.; For other papers in the series, see ED 094 873-878

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—\*Behavior Rating Scales, \*Classroom Observation Techniques, Data Analysis, \*Data Collection, \*Nonverbal Communication, \*Preschool Children

Identifiers—Action Category System, \*Project on Involvement

This document describes the process by which aspects of nonverbal communication that appear to be indicators of involvement were identified, described, classified, and rated. To facilitate this process, an Action Category System was developed through observation in the natural classroom setting and subsequent analyses of the recorded behavior data. Efforts to devise a behavior category system resulted in these final action categories: motion, stance, pause, visual, nonvisual facial, and self-sounds. Dimensions, indications of how a nonverbal activity is performed, were also defined to aid data collection. Dimensions indicate the speed, frequency, duration, directionality, tension, and range of a nonverbal action. To rate these dimensions, a point of reference must necessarily be identified (five bases, or points of reference, for rating dimensions are given and examples of their use). Some recommended instructions for rating each dimension and an alternative proposal for grouping and defining bases are presented. Further explanations of these data collection processes can be found in two of the appendixes which contain a working paper on dimension definitions and coding procedures and a set of data collection exercises. (SDH)

ED 097 104 88 PS 007 386

Gavvy, Rita

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade. Final Project Report.

New Jersey State Dept. of Education, Trenton. Office of Program Development; Paterson Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 74

Note—97p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Basic Skills, Case Studies (Education), \*Compensatory Education Programs, Diagnostic Tests, Mathematics Curriculum, Parent Participation, Perceptual Development, \*Performance Based Education, \*Preschool Curriculum, Program Descriptions, \*Program Evaluation, Reading Skills, \*Skill Development, Teacher Education, Urban Education

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

This report describes in detail a performance objective curriculum designed to help disadvantaged prekindergarten and kindergarten urban children attain the skills required to be at grade level in reading and mathematics and at the national norm in I.Q. by grade 1. The program is designed to systematically develop students' skills in 10 critical areas: listening, naming, observing, speaking, perceptual motor skills, writing and motor skills, classification, mathematics, decoding-encoding, and seriation. The essential components of the program are: (1) use of the performance objectives for individual and group instruction and as an evaluation tool, (2) forty-five minutes per day small group reading program with students grouped homogeneously according to achievement test scores, and (3) volunteer parent program which includes a parent committee and volunteer parents to assist teachers. The evaluation design and results comprise one-third of the report. (CS)

ED 097 105 PS 007 394

Sukat, K. G.

Research on Pre-School Programs in Sweden.

Pub Date [74]

Note—13p.

Journal Cit—Paedagogica Europaea; v9 n1 p75-86 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Cognitive Development, \*Experimental Schools, \*Foreign Countries, Learning Activities, Motor Development, Physical Development, Preschool Curriculum, \*Preschool Education, Preschool Tests, \*Program Evaluation, Social Development, Student

Role, Student Teacher Relationship, Teacher Role, Teaching Models, \*Traditional Schools

Identifiers—\*Sweden

This pamphlet presents a description of two interrelated Swedish research projects both of which studied the effects of preschool programs on young children. The first project, a traditional preschool curriculum, is examined in terms of Weikart's scheme for preschool curriculum models. The evaluation procedure involved a comparison of 130 preschool children with 130 children who had no preschool experiences. A broad range of measurement instruments were employed; results are given in terms of physical, motor, social-emotional, interests and activities, knowledge and achievement, school readiness, and school achievement variables. The second research study describes and evaluates a new preschool curriculum. The characteristics of this experimental program are illustrated in an excerpt from the teacher's handbook. The evaluation procedure involved a comparison of 438 children from 24 experimental program groups with 451 children from traditional preschools. Comparison variables include observations and tests of social behavior, social adjustment, social knowledge, concepts, vocabulary, school readiness, Grade 1 achievement, attitudes toward preschool, and attitudes toward school start. (SDH)

ED 097 106 PS 007 410

Levenstein, Phyllis Phillips, Juliet R.

Verbal Interaction Project: Mother-Child Home Program. Family Cognitive Profile Study. Final Report to the Foundation for Child Development, September, 1972-September, 1973.

Family Service Association of Nassau County, Inc., Mineola, N.Y.; State Univ. of New York, Stony Brook.

Pub Date Oct 73

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Achievement Gains, Cognitive Development, Diffusion, \*Home Programs, Hypothesis Testing, \*Intelligence Quotient, Parent Child Relationship, \*Parent Participation, Post Testing, \*Preschool Children, Pretests, \*Siblings, Skill Development, Socioeconomic Influences, Verbal Communication

This report examines the Family Cognitive Profile Study which provided for the collection and analysis of data regarding the IQ gains of children enrolled in the Mother Child Home Program (MCHP). The existence of siblings among the subjects of the MCHP was noted by the Verbal Interaction Project (VIP), the research organization responsible for MCHP, as a potential source of difficulty in evaluating the program's effectiveness. Since MCHP reaches the child through the intervention of the mother, it was expected that some dependency existed between the IQ gains of siblings. Four "mother exposure" hypotheses, based on the premise that continued exposure to the program changes the mother's behavior toward her children, were formulated to guide the research. Statistical procedures used in the study were also evaluated. The data was drawn from the IQ scores of more than 300 children who were enrolled for at least one year in MCHP. The investigation of the "mother exposure" hypotheses was hampered by methodological obstacles, and only one of the four hypotheses was confirmed. Appendixes compose approximately one-third of the document. (SDH)

ED 097 107 PS 007 415

Interstate Migrant Human Development Project.

Texas Migrant Council, Inc., Laredo.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Agency Role, \*Ancillary Services, Child Advocacy, \*Child Development Centers, Community Migrant Projects, \*Mexican Americans, Migrant Problems, \*Migrant Welfare Services, Poverty Programs, Program Descriptions, Program Improvement, \*Relocation, Staff Utilization, Training Objectives

Identifiers—\*Project Head Start

This report discusses the background study, and proposed objectives, mode of operation personnel training, staff, assessment, and facilities of a Head Start relocation service for migrant fami-

lies. Included is a description of the establishment of such a relocation service which provided follow-up social services activities from one state to another. The proposed program utilizes "human developer" (a paraprofessional) to work with families: (1) to initiate new services where none exist and to adapt existing services to meet migrant needs, (2) to see that comprehensive services for the whole family—adults as well as children—are provided, (3) to provide a community liaison service (for public relations, cultural interpretations), and (4) to provide for followup needs as the migrant family moves from place to place. The unique feature of this paraprofessional is that he would be drawn from a migrant background and would relocate from home base to northern work locations and then return to the home base. The potential of this type of relocating service for the migrant is evaluated, and its relation to overall Project Head Start operations is evaluated. (CS)

**ED 097 108** PS 007 420  
Linton, Thomas E.

**Boredom Transcended: Adolescent Survival in the Suburban High School.**

Pub Date Apr 74  
Note—12p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association, Inc. (51st, San Francisco, California, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Adolescents, Conflict, Creative Development, Curriculum Problems, \*Educational Problems, Emotional Development, Intellectual Experience, Low Motivation, \*Relevance (Education), \*School Environment, School Policy, Social Influences, \*Student Problems, Student Teacher Relationship, Teacher Education

This paper discusses the American educational system as a quiet and nondeliberate destroyer of the adolescent's spirit in terms of stifling the development of cognitive, social, cultural, and intellectual growth. This phenomenon has been produced by the content, structure, and teaching methodology used in schools, beginning with fourth grade and continuing throughout junior and senior high schools, and into undergraduate university programs. Problem areas highlighted are: (1) a static academic curriculum with little relevance to the real world, (2) a rigid and inflexible policy of school operation based on a model of managerial efficiency, and (3) an attitude of distrust and hostility toward the student body. The paper concludes that if the student is not helped to become aware of himself as an individual, through education, the educational apparatus is merely grooming slaves and conditioning them to accept whatever conditions of life happen to come their way. (CS)

**ED 097 109** PS 007 427  
Harper, Ruth Valerie

**An Examination of Piaget's Stages of Haptic Perception in Young Children.**

Pub Date [73]  
Note—32p.; Master's Thesis, University of Illinois at Urbana-Champaign, 1973

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Age Differences, \*Developmental Psychology, \*Haptic Perception, Imagination, \*Kindergarten Children, Literature Reviews, Maturation, \*Memory, Object Manipulation, \*Preschool Children, Sensory Experience, Sex Differences, Tables (Data), Verbal Stimuli  
**Identifiers**—Euclidean Objects, Familiar Objects, \*Piaget (Jean), Topological Objects

This paper examines the developmental stages of haptic perception (the process of recognizing objects by the sense of touch alone), and attempts to clarify some conflicting results of studies of the effects of memory and object type. The paper also presents a specific study of haptic perception in 144 preschool and kindergarten children from various socioeconomic levels. The children were randomly assigned to two memory conditions and one of three object groups (Familiar, topological, or Euclidean). Training stimuli for the experiment consisted of two sets of three familiar objects. Each child played a "Can you find it?" game in attempting to recognize and choose a standard object that had previously been presented. Test stimuli were three sets of plastic objects corresponding to the three object

groups under examination. Procedures were similar to those used in training with one modification in timing to determine the effect of memory. Results provided partial support for Piaget's theory of haptic perception. Data was analyzed to determine the effects of age, object type, difficulty level, sex, and memory on the development of haptic perception. (SDH)

**ED 097 110** PS 007 429

Heatherly, Anna L.  
**Applying Piaget's Theory to Reading Instruction.**  
Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.  
Report No.—CB-SF-500  
Pub Date Apr 74

Note—9p.; Paper presented at the Annual Convention of the Association for Childhood Education International (Washington, D. C., April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Abstraction Levels, Cognitive Development, \*Developmental Tasks, \*Early Childhood Education, Maturation, \*Reading Instruction, \*Reading Processes  
**Identifiers**—\*Piaget (Jean)

This paper discusses beginning reading instruction in the light of Piaget's theory, which demands that we think more broadly about the term "where the child is" in terms of his level of thinking, not simply his reading level or reading skill level. Using Piaget's four major developmental stages as the basis, the task of instruction in reading becomes matching the child's level of thinking with the skills which the school requires. This paper examines the thinking of children during the pre-operational and concrete operational stages, and suggests that the attainment of the stage of concrete operations, or the attainment of conservation, is what constitutes readiness for reading printed material written by someone else. Reading programs constructed from this perspective, must deal with the reading "process" first, utilizing the different strategies available to a child at each stage of thinking. (CS)

**ED 097 111** PS 007 451

Hoy, Robert V. And Others  
**Developmental Differences in Reactions to Combinations of Expectancy and Feedback Statements.**

Pub Date [73]  
Note—32p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Age Differences, Cues, Developmental Psychology, \*Elementary School Students, \*Expectation, Feedback, \*High Achievers, Intelligence Quotient, \*Motivation, Positive Reinforcement, Recall (Psychological), Sex Differences, \*Teacher Influence  
**Identifiers**—Expectancy Feedback Communications

This study attempted to replicate the findings of Moore, Gagne, and Hauck (1973) and to test the developmental assumption of the two-stage motivational theory proposed by Moore, Means, and Gagne (1972) concerning the effect of combination expectancy-feedback communications. Fourth and second grade subjects were administered five pairs of these communications for one baseline day and four treatment days. The significant expectancy-feedback interaction and fourth grade mean differences support the replicated study. For second graders, positive feedback resulted in best performance levels for both high and low IQ subjects, and high expectancy resulted in best performance within feedback levels. These results both indicate the presence of developmental differences and suggest that second graders only attend to the immediate reward value of adult communications, thus neglecting the cue value (for future success and reinforcement) which such statements convey to fourth graders. (Author)

**ED 097 112** PS 007 456

**Publications of the Wisconsin Research and Development Center for Cognitive Learning. 1973-1974 Bibliography of Publications.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Dec 73

Contract—NE-C-00-3-0065

Note—163p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, \*Cognitive Development, Cognitive Processes, Computer Assisted Instruction, Concept Formation, \*Curriculum Research, Disadvantaged Youth, Instructional Systems, Learning Motivation, \*Learning Processes, Models, Problem Solving, Reading Programs, \*Research and Development Centers, Skill Development

This annotated bibliography lists publications of the Wisconsin Cognitive Learning program components, materials printed for the various curriculum projects, materials sold through the center document service, and materials published for the completed projects. Within each component or project grouping, the research publications are alphabetically listed by author with working papers grouped separately in the same manner. An author index is included, along with a numerical listing of publications by classification. (CS)

**ED 097 113** PS 007 468

Henderson, Ronald W. Swanson, Rosemary  
**Parent Training and Utilization of Knowledge from Research on Cognitive Socialization.**

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.  
Pub Date Apr 74

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Academic Achievement, \*American Indians, Cognitive Development, \*Elementary School Students, \*Inquiry Training, \*Intervention, Paraprofessional School Personnel, \*Parent Participation, Questioning Techniques, Role Models, Socialization, Training Techniques

American Indian paraprofessionals were trained to teach parents to use social learning principles to develop question-asking skills in their first-grade children. Subjects were assigned to three treatment groups of 10 subjects each for a time lag control form of multiple baseline design. Two hypotheses were tested: (1) instruction by parents would result in increases in question-asking over the duration of the study, and (2) following each intervention period, treated groups would perform better than untreated groups. Both hypotheses were confirmed. "A priori orthogonal t-test comparisons were all significant beyond .01. Variables relating to individual differences in response to instruction were also studied. (Author/CS)

**ED 097 114** PS 007 474

**A Context Analysis of Early Childhood Development. Final Report.**

Educational Development Corp., Austin, Tex.  
Spons Agency—Southwest Educational Development Lab., Austin, Tex.

Pub Date 16 Apr 73

Note—78p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Child Development, \*Childhood Needs, Day Care Programs, \*Early Childhood Education, \*Educational Needs, Educational Strategies, Goal Orientation, \*Intervention, Longitudinal Studies, Objectives, Parent Education, Parent Role, Research Needs, \*Social Change, Values

This context analysis study examines the present conditions in early childhood education and development to determine the state of the art. On the basis of literature reviews, personal and telephone interviews, and information gathered from a conference of educational practitioners in various fields, early childhood education needs are defined. Possible solutions to problems are discussed in terms of day care, intervention, parenting, and methodologies. The recommended solutions require developing necessary materials and processes for training caregivers, and using various media to produce a flexible and variable set of products. Extensive bibliographies and reading lists are given for each chapter. Appendices include a Bibliography of Measurement, Products Available, Bibliography of Longitudinal Studies, and a list of conference participants. (CS)

ED 097 115 PS 007 477

**The Child Development Associate Policy Planning and Programming: Strategies and Alternatives. Volume 1. Final Report.**

National Planning Association, Washington, D.C.  
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Sep 73  
Note—241p.; For Volume 2 of this report, see PS 007 478

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

**Descriptors**—Agency Role, \*Child Care Workers, Child Development, Cost Effectiveness, Employment Opportunities, \*Evaluation Criteria, Federal Programs, Information Systems, \*Job Training, Labor Supply, Occupational Information, \*Preschool Programs, \*Program Evaluation, State Standards

**Identifiers**—CDA, \*Child Development Associate Program, Project Head Start

This report contains a partial summary of the findings and recommendations resulting from research of the Child Development Associate (CDA) Training Program performed by the National Planning Association (NPA). A brief overview of the following areas is presented: (1) demand and supply of trained personnel in child development programs; (2) issues and strategies related to utilization of CDS's in Head Start; (3) development of evaluation and information systems; (4) supportive role of related federal agencies; (5) analysis of existing state regulations related to the utilization of CDA's; and (6) development of methodology for the analysis of cost/effectiveness of the CDA programs. (Areas 1 and 3 are presented in detail.) The main thrust of the Area 1 investigation was to project to 1980 the potential demands for CDA's in preschool programs; discussed are the factors influencing the demand, potential users of CDA's, demand data taken from the literature, and other considerations. In the sections on evaluative systems, three evaluative tasks are presented which include the: (1) CDA Appraisal Guide; (2) CDA Pilot Project On-Site Evaluation Guide; and (3) CDA Pilot Project Information System. (Author/SDH)

ED 097 116 PS 007 478

**The Child Development Associate Policy Planning and Programming: Strategies and Alternatives. Volume 2. Final Report.**

National Planning Association, Washington, D.C.  
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Sep 73  
Note—223p.; For Volume 1 of this report, see PS 007 477

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

**Descriptors**—Agency Role, \*Child Care Workers, Cost Effectiveness, \*Evaluation Criteria, Federal Programs, \*Job Training, Occupational Information, Personnel Evaluation, \*Preschool Programs, \*Program Evaluation, Program Planning, Recruitment, Resource Materials, State Standards

**Identifiers**—CDA, \*Child Development Associate Program, Project Head Start

This report, the second of two volumes, contains a summary of some of the findings and recommendations resulting from research of the Child Development Associate (CDA) Training Program performed by the National Planning Association (NPA). Three areas are reviewed: (1) the involvement of states in CDA credentialing, including an analysis of present state qualification requirements for child care workers, (2) a comparison of these qualifications and CDA requirements, and (3) a presentation of alternatives through which the CDA credentials may be accepted and supported by the states. The section on utilization of CDA's in Head Start examines program planning considerations, time phasing, estimated requirements, alternative strategies to recruitment and upgrading of personnel, and additional problems concerning the relationship of CDA's to Head Start. A total of 18 abstracts of federal programs showing potential CDA support and related program guidance materials are presented. In the final chapter, a framework for the evaluation of the cost-effectiveness of the CDA program is offered. Discussed are the relevant issues, objectives, stages of evaluation, a cost analysis and a recommendation for investment in CDA's. (SDH)

ED 097 117 PS 007 482

**Caldwell, Bettye M. And Others. The Longitudinal Observation and Intervention Study: A Preliminary Report.**

Center for Early Development and Education, Little Rock, Ark.  
Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—CB-SF-500  
Pub Date Apr 72

Note—9p.; Paper presented at the Southeastern Conference on Research in Child Development (Williamsburg, Virginia, April 1972)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—Child Development, \*Disadvantaged Youth, Home Visits, \*Individual Development, \*Infants, \*Intervention, Learning Activities, \*Longitudinal Studies, Parent Child Relationship, Socioeconomic Influences, Testing, Toys  
**Identifiers**—Infant Developmental Decline

This study investigated the decline in rate of development often observed in disadvantaged children, and compared the effectiveness of different types of intervention designed to prevent this decline. Approximately 125 infants from both middle and lower class backgrounds were recruited as subjects. Each infant was assigned to one of four experimental groups in which one of the following procedures was used: (1) testing of the infant with age-appropriate measures at 6, 12, 24, and 36 months of age; (2) testing of the infant every month from 8 through 12 months, and then quarterly from 12 to 36 months; (3) testing as in group 2 and experimental intervention by suggesting and demonstrating activities and toys which were given to the mother to help the baby "learn new things" in some developmental areas; or (4) testing as in groups 2 and 3 and home intervention in which the target was the parent-child unit who received biweekly tutoring sessions. The results contained in this preliminary report indicate that the predicted decline in developmental test scores did occur, and that neither of the intervention strategies were effective in circumventing it. (SDH)

ED 097 118 PS 007 483

**Lange, Garrett. Category Organization in Children's Recall: A Critique of Past and Present Research.**

Pub Date Mar 74  
Note—10p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—Age Differences, Associative Learning, \*Children, \*Cluster Analysis, \*Cluster Grouping, Cognitive Development, Conceptual Schemes, \*Literature Reviews, Memory, \*Recall (Psychological), Shift Studies, Sorting Procedures  
**Identifiers**—\*Category Clustering

This paper examines several recent lines of research concerning category clustering and describes an alternative to the standard category clustering procedure used to study recall organization in younger children. The specific issue considered is the age at which children first show evidence of spontaneous category clustering in their free-recall. Possible interpretations of the contrasting results presented in the literature focus on the types of organizational behaviors measured by the clustering index: (1) associative modes, or (2) conceptual modes. Examples from research are presented to illustrate the distinction between associative and conceptual clustering. It is concluded that there is no way to distinguish associative from conceptual modes of spontaneous organization at any age level when using traditional measures of clustering. An alternative clustering measure, which employs a sorting-recall procedure, is proposed and described. Results of using this procedure, which differ on several dimensions with previous results, are reported. The advantages of using this sorting-recall procedure include: (1) the determination of particularly meaningful age trends; (2) the provision of important information about the qualities of organizational processing; and (3) the opportunity to determine the category basis and criteria used in grouping items. (SDH)

ED 097 119 PS 007 484

**McLaughlin, T. F. Malaby, J. E. The Effects of Two Pacing Contingencies in a Keller Type Program at the Elementary School Level Using Commercially Available Materials.**

Kansas Univ., Lawrence. Dept. of Human Development.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74  
Grant—OEG-0-8-522422-4433

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—Behavior Change, \*Class Management, \*Elementary School Students, Feedback, \*Pacing, Proctoring, Programed Instruction, Reliability, \*Social Studies Units, \*Student Behavior, Student Participation, Teacher Role  
**Identifiers**—\*Rate of Completion

This paper presents a comparison of the effects of two pacing contingencies on the rate and accuracy of unit completion in commercially available social studies materials. A class of sixth grade pupils were used as subjects. When the pupils were allowed to proceed through the materials at their own pace (Self Paced), the mean number of units completed was 1.54 per day. When the class had to complete two units per day or receive a failing grade (Forced Paced), the number of units completed increased. With a reapplication of the Self Paced condition, unit completion decreased. But when the Forced Paced condition was reinstated, class members again increased their mean rate of unit completion. Data for three selected pupils revealed that the rates of unit completion for the median and lowest pupil were affected the most by the experimental procedures. Accuracy increased over time and appeared to be a function of exposure to the materials. (Author/SDH)

ED 097 120 PS 007 493

**Siegel, Martin A. An Experimental Investigation of Teacher Behavior and Student Achievement in the Distar Instructional System.**

Pub Date Apr 74  
Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—\*Academic Achievement, Classroom Observation Techniques, Curriculum Evaluation, Discriminant Analysis, \*Early Childhood Education, \*Instructional Systems, \*Programed Instruction, Program Effectiveness, Sequential Learning, Social Reinforcement, Standardized Tests, \*Teacher Behavior, Teacher Education, Teacher Workshops  
**Identifiers**—Criterion Teaching, \*Distar

Fifty randomly selected moderate and low implementing Distar Language teachers were retrained in techniques of correcting students' mistakes and recycling through an instructional task until all of the children in the group responded without error (criterion teaching). As a result of retraining, the experimental teachers performed at a significantly higher level of implementation than the control teachers. In addition, there were significant differences (favoring the experimental group) in achievement (for both a program-specific and program-general measure) on the students' statistically adjusted posttest scores. Implications for research and training in teacher education are discussed. (Author)

ED 097 121 PS 007 495

**Benson, Gerald P. Kuipers, Judith L. Personality Correlates of Intellectual Performance Among Head Start Children.**

Pub Date [74]  
Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—Anglo Americans, Behavior Patterns, Behavior Rating Scales, Educational Objectives, Hostility, \*Individual Characteristics, \*Intellectual Development, \*Intelligence Quotient, Mexican Americans, Peer Acceptance, Personal Adjustment, \*Personality Studies, \*Preschool Children, Preschool Tests, Task Performance

**Identifiers—Extraversion Introversion, \*Project Head Start**

This study investigated the association between personality traits and the intellectual performance of Head Start children. A total of 90 economically disadvantaged Anglo and Mexican American Children from six Head Start classrooms were administered the Preschool Inventory (PSI) to obtain a measure of intellectual development. Each child was also independently rated on the Classroom Behavior Scales by a college student and teacher. It was hypothesized that: (1) scores on the PSI would correlate positively with ratings on extraversion, task orientation, general adjustment, and peer adjustment; (2) PSI scores would correlate negatively with ratings on introversion and distractibility; and (3) no correlation would exist between ratings on either hostility and/or consideration of others and the PSI. Results confirmed each of these hypotheses. The results are in accord with current developmental theories which view the child as an active seeker of cognitive stimulation who interacts on his environment. Implications of the study suggest that preschool curriculum experiences should require self-initiating, exploratory, persistent, and independent activity on the part of the child. (Author/SDH)

**ED 097 122** PS 007 498

Walston, Herman Ervin

**Materials, Equipment, and Primary Learning Factors Which Can Be Utilized by Early Childhood Education Planners in Devising Creative Playgrounds for Young Children.**

Pub Date 26 Mar 74

Note—37p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Child Development, \*Childrens Games, \*Creative Development, \*Early Childhood Education, \*Emotional Development, \*Equipment, \*Guidelines, \*Intellectual Development, \*Landscaping, \*Outdoor Education, \*Personnel, \*Physical Design Needs, \*Physical Development, \*Play, \*Playground Activities, \*Playgrounds

**Identifiers—Adventure Playgrounds**

This paper presents suggestions and guidelines for planning creative outdoor learning environments and experiences for young children. The discussion focuses on the fact that children learn more readily and develop better physically, intellectually, emotionally, and socially when their play is allowed to be creative and innovative in nature. The physical characteristics of playgrounds which foster creativity are described and nine stipulations for play are offered as guidelines to playground planning and development. Suggestions for play equipment and playground personnel are given. An adventure playground is described in which children, under supervision, are free to build their own play structures from a variety of materials provided. A final section contains directions for activities involving playground materials and equipment, such as acting games, sand and water games, and games using old car tires and ropes. (SDH)

**ED 097 123** PS 007 511

Brainerd, Charles J. Hooper, Frank H.

**A Methodological Review of Developmental Studies of Identity Conservation and Equivalence Conservation.**

Pub Date [74]

Note—29p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Cognitive Processes, \*Conservation (Concept), \*Developmental Psychology, \*Early Childhood, \*Elementary School Students, \*Error Patterns, \*Kindergarten Children, \*Measurement Techniques, \*Preschool Children, \*Research Methodology, \*Sampling

**Identifiers—\*Piaget (Jean)**

This report reviews some ostensibly conflicting empirical findings which have been reported in conjunction with Elkind's (1967) conjecture that Piaget's conservation problems tap two distinct concepts. The discrepant findings which report on the order of emergence of identity conservation and equivalence conservation are discussed. An analysis of the procedural details of the conflicting studies reveal that the discrepant findings are probably the results of a measurement error (judgements-plus-explanations response criteria) and a sampling error (older subject samples), routinely committed in studies reporting that

identity and equivalence emerge in no fixed order. Some new data from an experiment in which these two errors were controlled provide support for this conclusion. The general consequences of measurement and sampling errors for concept development studies are discussed. (Author/CS)

**ED 097 124**

Kummerow, Kay Louise

**The Relationship of Age and Sex of Four-, Five-, and Six-Year-Olds to the Perceptions of Sex Roles as Portrayed in Children's Literature.**

Pub Date Aug 74

Note—81p.; Master's Thesis, Florida State University

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Age Differences, \*Characterization (Literature), \*Childhood Attitudes, \*Childrens Literature, \*Early Childhood, \*Family Role, \*Middle Class, \*Occupations, \*Role Models, \*Role Perception, \*Sex (Characteristics), \*Sex Differences, \*Sex Role, \*Sex Stereotypes, \*Social Attitudes

This study investigated children's perceptions of sex roles as they are portrayed in traditional and nontraditional children's stories. Subjects were 60 white, middle-class, 4-, 5-, and 6-year-old children. Tape-recorded stories and questions (investigator-designed) specifically examined: (1) distinction of mother and father roles in parallel situations involving children, (2) perception of occupations and personality characteristics as male or female, (3) perception of roles in a nontraditional story in which the father was absent, (4) perception of roles in a nontraditional story in which the mother was absent, and (5) recognition of roles in stories with stereotyped and non-stereotyped sex role behavior. Chi-square analyses were made regarding sex, age, and responses to each item. Although no significant age relationships were found, definite sex differences were discovered. Differences were apparent in the subjects' responses to stories representing stereotyped and nonstereotyped sex role behavior. Appendixes include a transcript of test stories, a list of roles portrayed, and sample responses. (Author/CS)

**ED 097 125**

Lamal, P.A. And Others

**Imitation as a Positive Reinforcer for Preschoolers.**

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Analysis of Variance, \*Imitation, \*Middle Class, \*Models, \*Observational Learning, \*Positive Reinforcement, \*Preschool Children, \*Reactive Behavior, \*Socialization

This study investigated the effect of being imitated on the behavior of preschool children. Twenty-two children were employed in a "marble game," which consisted of dropping a marble into one of three holes in a wooden box. Procedure trials occurred across four phases in an ABAB design: baseline, imitation, reversal, and imitation again. During the two treatment phases, the subject's responses to a randomly predetermined hole was imitated by an adult. A brief verbal description of the act by the adult accompanied the imitation. Analysis of the subjects' responses by means of an analysis-of-variance model for the intrasubject replication design indicated that imitation of a critical response could function as a positive reinforcer to increase response frequency. (Author/CS)

**ED 097 126**

Howard, Norma K., Comp.

**Regular Class Placement of the Exceptional Child: An Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—57p.

Available from—Publications Office/IREC., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 119, \$1.50)

PS 007 514

PS 007 525

PS 007 529

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, \*Behavior Change, \*Behavior Patterns, \*Early Childhood Education, \*Elementary Education, \*Exceptional Child Education, \*Exceptional Children, \*Gifted, \*Handicapped Children, \*Kindergarten, \*Mentally Handicapped, \*Physically Handicapped, \*Preschool Education, \*Regular Class Placement, \*Social Adjustment, \*Teacher Education

This selective bibliography cites recent ERIC documents on placement of exceptional children (handicapped and gifted) in regular preschool, kindergarten, and elementary classrooms. Entries included are from Research in Education (RIE) and Current Index to Journals in Education (CIJE), January 1970 through July 1974. Regular Class Placement was the descriptor (index) term used to search RIE and CIJE. (Author/CS)

**ED 097 127**

Lieberman, Marcus Selman, Robert L.

**An Evaluation of a Cognitive-Developmental Values Curriculum for Primary Grade Children.**

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Abstraction Levels, \*Abstract Reasoning, \*Cognitive Development, \*Culture Conflict, \*Curriculum Development, \*Films, \*Interviews, \*Lower Class, \*Middle Class, \*Moral Development, \*Moral Values, \*Primary Education, \*Social Problems

This study of the cognitive-developmental approach to primary grade value education emphasizes the involvement of the reasoning process in solving moral dilemmas. This approach is in contrast to those which focus on clarifying values and developing an awareness of other cultures' values. Educational intervention in the cognitive-developmental approach is based on the principals of conflict and near-matching, and presented through the media of sound filmstrips, debate, and open discussion. Both "expert teachers" (those trained in cognitive developmental theory and experienced with primary grade children), and lay teachers conducted the study's biweekly sessions. Units presented covered the moral topics of Truth Telling, Sharing and Taking Turns, Promise Keeping, Property Rights, and Rules. Results show that, while change to a higher stage in reasoning may be greater with a teacher who is familiar with the stage theory and is interested in the program than with one who has just read the training manual, the two groups did not differ significantly. (CS)

**ED 097 128**

Katz, Lilian G.

**Policy Formation and Early Childhood Pedagogy.**

Pub Date Apr 74

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Conceptual Schemes, \*Decision Making, \*Early Childhood Education, \*Educational Philosophy, \*Educational Policy, \*Policy Formation, \*Research Problems, \*Values

This symposium paper examines policy formation in early childhood education in terms of the functions, consequences, and implications of ideological conflicts. A definition of ideology is presented, and reasons are given in the context of this definition as to why an unreliable data base is the cause for current ideological battles in early childhood education. Ideological camps (Piagetians, Behaviorists, neo-Freudians, Open Educators) are viewed as tending to avoid evidence counter to their beliefs, primarily by rejecting each other's "data" as inadmissible evidence. Therefore, it is concluded that policy decisions cannot be made on the basis of evidence, for what we are willing to accept as evidence is a function of our ideologies. (CS)

**ED 097 129**

Case, Robbie

**An Experimentally Induced Reversal in the Normal Sequence of Development.**

California Univ., Berkeley. School of Education.

PS 007 548

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—NE-G-00-3-0020

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Abstraction Levels, Age Differences, \*Child Development, \*Cognitive Development, Cognitive Processes, \*Conceptual Schemes, \*Conservation (Concept), Developmental Psychology, Learning Experience, Maturation, Models, Sensory Integration, Task Analysis, Transfer of Training

Identifiers—\*Piaget (Jean)

This paper presents a study using a neo-Piagetian theory to analyze the micro-structure underlying Piaget's "control of variables" scheme. Data are presented which support the conclusion that young children are capable of acquiring and utilizing this scheme before they acquire Conservation of Weight, that is, providing (1) that the children are at least 7-8 years old; (2) that they are field independent and (3) that they have been exposed to previous situations in which an uncontrolled test was conducted and the ambiguity of the results was made apparent. The results are discussed with regard to Piaget's theory of development and the limitations of development on learning. (Author/CS)

ED 097 130 PS 007 569

Howard, Norma K., Comp.

Education of Preschool and Elementary Teachers: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—68p.

Available from—Publications Office, I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 121, \$2.25)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, \*Early Childhood Education, \*Elementary School Teachers, Inservice Teacher Education, Performance Based Teacher Education, Preschool Curriculum, \*Preschool Teachers, Preservice Education, \*Teacher Education, Teacher Education Curriculum, Teacher Programs, Teacher Workshops, Teaching Skills

This selective abstract bibliography cites 130 recent ERIC documents which describe various approaches to the preparation of teachers of young children. Entries included are from "Research in Education" (RIE), July 1972 through July 1974, and from "Current Index to Journals in Education" (CIJE), December 1973 through August 1974. Descriptor terms used to search "RIE" and "CIJE" were: Teacher Education, Teacher Education Curriculum, Inservice Teacher Education, Teacher Workshops, and Performance Based Teacher Education. The bibliography is divided into three sections: (1) Preschool and Early Childhood; (2) Elementary School; and (3) Elementary School Inservice Training. (SDH)

ED 097 131 PS 007 570

Lutsky, Judi, Comp.

Head Start and Follow Through, 1972-1974: An ERIC Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—61p.

Available from—Publications Office, I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 122, \$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Child Development, Cognitive Development, \*Compensatory Education Programs, Disadvantaged Youth, \*Early Childhood Education, Educational Innovation, \*Federal Programs, Intervention, Measurement Instruments, Parent Participation, \*Preschool Programs, Preschool

Tests, Program Descriptions, Program Evaluation

Identifiers—Project Follow Through, Project Head Start

This selective abstract bibliography cites 123 recent ERIC documents about Project Head Start and Project Follow Through. Included are reports of research and evaluation and program descriptions. Entries were taken from "Research in Education" (RIE) and from "Current Index to Journals in Education" (CIJE), January 1972 through August 1974. The bibliography is divided into three sections: Head Start, Head Start Test Collection, and Follow Through. (SDH)

## RC

ED 097 132 RC 008 124

McCoy, John L.

Achieved Level of Living in a Mississippi Delta County: A Step-wise Multiple Regression Model with Emphasis on Race and Related Background Characteristics.

Spons Agency—Economic Research Service (DOA), Washington, D.C.

Pub Date 25 Aug 74

Note—23p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Caucasians, Industrialization, \*Life Style, Males, Negro Achievement, \*Race Influences, \*Rural Areas, Rural Urban Differences, Socioeconomic Background, \*Southern Community, \*Success Factors, Working Women

Identifiers—\*Mississippi Delta

Washington County, Mississippi was selected as the site for this study because it manifested many of the rural social problems of the larger 11 county Yazoo Mississippi Delta region. During the spring of 1971 a sample of 418 males, 45 years of age and younger, were interviewed to investigate achieved level of living. The sample was about evenly distributed racially (white and black) and residentially (farm and urban areas). Among the basic study objectives were: (1) to specify those factors which influence achievement and examine the causal and intervening function of such factors; (2) to determine the degree to which childhood level of living determines achievement (along with other predictors); and (3) to specify how race influences achievement. A conclusion suggested by the findings was that the complex of circumstances, including race, which established one's social inheritance were among some of the most powerful factors which influenced ultimate achievement. When race was statistically controlled, education accounted for a sizable amount of the variation on achievement which would otherwise have been explained by ascribed status. The relationship between resident-origin-linkages and occupation suggested that an urban environment represented a more opportunistic social structure for blacks. Among both blacks and whites the higher the wife's educational attainment, the greater the respondent's achievement rank. Manipulations of the multiple regression model impressively increased black achievement, but parity with whites was not attainable. (BRDR)

ED 097 133 RC 008 128

Anderson, Beverly L.

Pine Ridge Reservation Assessment of Educational Needs.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date May 74

Note—18p.

Journal Cit—BIA Education Research Bulletin; v3 n2 p34-47 May 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—American Indians, Community Surveys, \*Daily Living Skills, \*Educational Assessment, Educational Needs, Futures (of Society), \*Objectives, Parent Attitudes, Questionnaires, \*Reservations (Indian), \*School Community Relationship, Student Attitudes, Teacher Attitudes

Identifiers—\*Pine Ridge Reservation Needs Assessment

The methods used to determine the educational needs and goals of the Pine Ridge Reservation (South Dakota) are described in this article. The development and assessment of a questionnaire involved school boards, administrators, the Bureau of Indian Affairs Educational Administrator, teachers, students, parents, and other interested community members. Administered by many of these same people (in the Lakota language if necessary), the final needs questionnaire not only determined educational priorities, but also strengthened school-community relationship. Each community and group within each community were analyzed; comparisons were made of Indian versus non-Indian priorities; and significant differences among group priorities were given. The 11 goal areas (total survey results) listed from most to least important based on the average ranking given are shown. Significant differences were shown in the top five goals. Itemized in priority order these were: (1) parents—continuing education, communication skills, citizenship preparation, cultural heritage, values; (2) students—continuing education, communication skills, job preparation, citizenship preparation, cultural heritage; (3) teachers—communication skills, values, people relationships, job preparation, citizenship preparation. The critical step in the assessment was the utilization of the findings in the daily process of the schools. Many alternative approaches were possible, and each school had to determine what was most appropriate for it. The Needs Assessment Questionnaire concluded the document. (AH)

ED 097 134 RC 008 132

Fjellman, Janet S.

Methods of Investigating Cognitive Development of Children in Rural Kenya: Some Kamba Results. Staff Paper.

Nairobi Univ. (Kenya). Bureau of Educational Research.

Pub Date 12 Dec 69

Note—11p.; Paper originally presented at the University of East Africa Social Sciences Council Conference (University College, Nairobi, Kenya, December 1969)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cognitive Development, Cognitive Processes, Learning Processes, \*Logical Thinking, \*Maturation, Perceptual Development, Research Methodology, \*Rural Youth, \*Sorting Procedures

Identifiers—\*Kenya

Very little cognitive development research has been done among African children, and most of the completed studies have relied on "translated" versions of Western test materials that are inappropriate to the African milieu. This paucity of research has had two affects: (1) rural African children have been represented as somewhat less advanced mentally than Western children; and (2) it has kept researchers from discerning whether the patterns of development discovered among Western children are truly universal or merely a product of Western cultural and educational systems. Described are methods developed to study how Kamba children in Kangundo, Machakos (Kenya), acquired adult semantic categories and to investigate the child's learning of certain aspects of logical thinking. Animals were chosen as a semantic domain familiar to Kamba children. The domain's structure was described, using Kikamba-speaking adults as informants who were asked to match "those which are alike" and to give their reasons for the groups they formed. Next, four sorting tests were administered to 30 Akamba children, ages 6, 7, 9, and 12. Some tentative findings were that not surprisingly, children learn more adult dimensions as they get older, and the younger child's sorting ability far exceeded his ability to verbalize the reasons, particularly with very familiar animals. (NQ)

ED 097 135 RC 008 133

Cragun, John R. Kartchner, Eugene C.

An Evaluation of Career Selection Education in Thirteen Project Schools of the Western States Small Schools Project.

Nevada Western States Small Schools Project, Carson City.

Pub Date Sep 69

Note—270p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

**Descriptors**—Attitudes, \*Career Education, Curriculum, \*High School Students, Occupational Choice, \*Occupational Guidance, \*Program Evaluation, Questionnaires, \*Small Schools, Vocational Development, Vocational Education

**Identifiers**—\*Career Selection Education, CSE, Western States Small Schools Project, WSSSP The Western States Small Schools Project (WSSSP) developed the Career Selection Education (CSE) program to provide students from small high schools in Arizona, Colorado, Nevada, New Mexico, and Utah with: (1) knowledge about self, broad occupational groupings, the institution and dynamics of society which generate, define, and lend meaning to occupation, and skills useful in a wide variety of occupations and integrated with other areas of the curriculum; (2) practice in career planning; and (3) training opportunities for specific occupations. CSE was instituted in 13 project schools during 1965-66 and was operational as a WSSSP project until August 31, 1968. This report presents: (1) opinions of students, school administrators, Career Selection Agents (CSA), and community employers; (2) descriptions of the students' home environment, reading habits, and work, school, CSE, and community experiences; and (3) the evaluation of CSE's curriculum, the administration, psychological tests and counseling effectiveness, work experience, cost, value in career selection, and interest both initial and in repeating the program. Separate questionnaires were developed for each respondent category (present and former students, CSA's, school administration, and community employers), describing the school program, and reporting the various test data relating to both present and former students. All categories felt favorable toward the CSE program—its greatest strength was the benefits derived; its greatest weakness (minimal) was that it was somewhat boring and disorganized. (NQ)

**ED 097 136** RC 008 135

*Fujimoto, Isao Zone, Martin*

**Sources of Inequities in Rural America: Implications for Research.**

Pub Date Aug 74

Note—35p.; Paper presented at the Rural Sociological Society Meeting (Montreal, Quebec, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

**Descriptors**—\*Accountability, Agricultural Research Projects, \*Agriculture, Economic Research, Interviews, \*Land Grant Universities, Literature Reviews, \*Research Needs, \*Rural Areas, Rural Extension, Sociology, Taxes

The paper identifies the basic factors affecting rural development and the social consequences of rural policies and structural changes in agriculture; it also suggests research areas relating some of these factors to what is happening in America's rural communities. Data sources such as congressional hearings, rural sociologists' critiques, reports by public interest research groups, the National Academy of Science's review of land grant research, and journalists' comments were reviewed. Observations from workers, small and organic farmers, consumer groups, cooperatives, minority group rural enterprises, and scientists who have challenged the production orientation of land grant colleges and participated in a conference on redirecting the research priorities of these colleges are discussed. Tenured and nontenured faculty in all departments of a college of agriculture were interviewed on the process of selecting research topics, reasons for the research, and implications for tackling the questions posed by representatives of publics currently not being served by land grant colleges. Some research topics suggested were: concentration of ownership and its relationship to poverty; corporate interlocks and their implications in rural development; farm policy and the general public welfare; unfair competition due to the Federal tax structure; vertical integration and its effect on the small farmer, market structure and pricing, and the consumer; and social implications and impact of land grant college research. (NQ)

**ED 097 137** RC 008 137

*Knowlton, Clark S.*

**An Analysis of Certain Selected Causes of Poverty in San Miguel County.**

Pub Date 25 Aug 74

Note—18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

**Descriptors**—Anglo Americans, Area Studies, Conflict, \*Cultural Background, Demography, Federal Government, Historical Reviews, \*Land Use, Local Issues, \*Majority Attitudes, \*Poverty Research, Rural Economics, \*Spanish Americans, State Government

**Identifiers**—\*New Mexico, San Miguel County

San Miguel County, one of the larger, older, and more predominantly Spanish American counties in New Mexico, is located in the north central section of the State. Marked by varied topographical and climatic characteristics, the county was once one of the more prosperous and densely populated areas of the State. Today it suffers from high rates of malnutrition, unemployment, welfare, disease and infant mortality, poverty, malfunctioning social systems, and few sources of employment other than Federal, State, and local governments. It is hypothesized that a major cause of today's poverty among the Spanish Americans there is the imposition of alien Anglo American legal, political, social, and economic systems shortly after the American occupation of the Southwest, systems that the rural village people have not yet completely understood or assimilated. There is a history of conflict between Spanish and Anglo land tenure systems, of a negative impact caused by imposition of Anglo county systems, and of failure of government programs to benefit the Spanish Americans. The document examines the geographic environment, natural resources, genetic backgrounds, social and economic systems, land grants, taxes, State and county government systems, Federal programs, and the rural farm economy of the area. (KM/BRDR)

**ED 097 138** RC 008 140

*Aceves, Edward A., Comp.*

**Resource Materials for Teaching Mexican/Chicano Culture; Grades K-6.**

San Diego City Schools, Calif.

Pub Date 73

Note—403p.

Available from—Office of Materials Development, Programs Division, San Diego City Schools, 4100 Normal Street, San Diego, California 92103 (\$6.00)

**Document Not Available from EDRS.**

**Descriptors**—Art Activities, \*Cultural Background, \*Cultural Events, \*Elementary Grades, Enrichment Activities, Games, History, \*Mexican Americans, Mexicans, \*Resource Materials

**Identifiers**—\*Chicanos

Prepared for elementary teachers by teachers of the San Diego City Schools and participants of the San Diego State University Teacher Corps Program, this publication presents basic materials for teaching the Mexican/Chicano culture to pupils in grades K-6. Its purposes are to: (1) foster understanding of the culture and (2) engender a positive self-image and pride of cultural background within Mexican/Chicano pupils. The materials are divided into nine sections: (1) Calendar of Cultural Events; (2) Mexican/Chicano Classroom Activities; (3) Mexican/Chicano Arts and Crafts; (4) Mexican Dances; (5) Mexican/Chicano Songs; (6) Mexican/Chicano Proverbs, Poems, Rhymes, Limericks, Tongue Twisters, and Riddles; (7) Mexican/Chicano Games; (8) Mexican Holidays and Celebrations; and (9) Historical and Contemporary Mexican/Chicano Personalities. Much of the material should be utilized as background information by the teacher. The activities may be presented as schoolwide, classroom, small-group, or free-choice projects. Some of the materials are presented in both English and Spanish, some only in Spanish, and some only in English. An index is provided for easy reference. This publication is intended to be used along with the recording "Estudiantina 'El Cid' de Calexico". (NQ)

**ED 097 139** RC 008 142

*Wagoner, William H.*

**Staff Development: An Emerging Function for Schools.**

National Education Association, Washington, D.C. Dept. of Rural Education.

Pub Date 64

Note—17p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$6.00)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

**Descriptors**—\*Continuous Learning, Curriculum Development, Educational Objectives, Higher Education, Manpower Development, \*Program Descriptions, \*Rural Education, \*School Personnel, \*School Responsibility

Due to the rapid expansion of knowledge and the school's increasing responsibilities, the educational job has been substantially modified. Thus, the school staff, like individuals in every walk of life, are finding it necessary to continuously increase their levels of competence. Professional performance requires that each educational practitioner be engaged in a program designed for his continuous professional improvement. Assuring the continued professional development of its staff must become as much a part of the school's operation as providing instruction for the children. This bulletin consists of: (1) a brief description of such current administrative concerns as broadened educational goals, curriculum change and development, shortage of qualified personnel, school district reorganization and consolidation; (2) identification of some general characteristics of past programs; (3) a brief review of highlights of such different approaches as teacher institutes, teacher reading circles, higher education's involvement, and increased supervisory assistance; and (4) a brief discussion of some guides for developing programs. (NQ)

**ED 097 140** RC 008 143

*Morris, Glyn*

**Using a Timetable in Educational Guidance.**

National Education Association, Washington, D.C. Dept. of Rural Education.

Pub Date 61

Note—65p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

**Descriptors**—Bibliographies, Career Planning, College Preparation, \*Educational Guidance, Educational Opportunities, Guidance Programs, Parent Participation, \*Program Content, \*Program Design, \*Secondary School Students, Self Concept, \*Sequential Programs

Recent studies of secondary education have underlined the need for more and better guidance services. Guidance programs are rapidly growing and changing as are the conditions and circumstances confronting high school graduates. An inclusive educational guidance program which is attainable by every school system regardless of its budget or staff is the Guidance Timetable approach. This approach is based on the belief that individual teachers and administrators gain confidence when they can quickly examine an overall guidance plan and see where they fit in. A timetable is so basic to a guidance program that everyone concerned (pupils, parents, and teaching staff) must know its contents. The timetable is a comprehensive and flexible plan which assures an orderly and systematic effort. This 1961 bulletin discusses the Guidance Timetable approach focusing on activities essential for grades 7-12. The discussion and brief description are divided into two sections: (1) Sequential Activities (on a grade-level basis) and (2) Continuous Activities. Special emphasis is on college preparation, but the contents and procedures suggested are directed to all students. A bibliography of guidance books and pamphlets is also included. (NQ)

**ED 097 141** RC 008 144

*Ishenberg, Robert M., Ed.*

**Journal on State School Systems Development, Spring 1967, Vol. 1, No. 1.**

National Education Association, Washington, D.C. Dept. of Rural Education.

Pub Date 67

Note—85p.

Available from—Department of Rural Education, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.50)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

#### POSTAGE

**Descriptors**—\*Annotated Bibliographies, County School Systems, Doctoral Theses, Educational Legislation, \*Educational Planning, \*Intermediate Administrative Units, Models, \*Periodicals, Program Development, School Organization, \*State School District Relations

ship, Statewide Planning, Supplementary Education

The "Journal on State School Systems Development" is designed for the regular and orderly reporting of information and developments related to specialized school government as a system for accomplishing public educational purposes. Its issues include reports of State and Federal legislative action, program implications, special projects, and research findings as well as discussions of intergovernmental relations and specific issues. Articles included in the Spring 1967, Vol. 1, No. 1, issue are: (1) "Necessary State Planning in Education"; (2) "Patterns and Trends in State School System Development"; (3) "The Intermediate School District Middle Echelon of a Three-Echelon State System of Schools"; (4) "Some Thoughts on a Model of State School System Design"; (5) "The Nebraska Service Unit—Its Provisions, Problems, and Potential"; and (6) "Bibliography: Doctoral Dissertations Related to the Intermediate Administrative Unit." (NQ)

ED 097 142 RC 008 145

Isenberg, Robert M., Ed.  
Journal on State School Systems Development,  
Summer 1967, Vol. 1, No. 2.  
National Education Association, Washington,  
D.C. Dept. of Rural Education.  
Pub Date 67  
Note—58p.

Available from—Department of Rural Education,  
National Education Association, 1201 16th  
Street, N.W., Washington, D.C. 20036 (\$1.50)  
EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—Administrative Organization, Agency Role, Cooperative Programs, County School Systems, Education Service Centers, \*Intermediate Administrative Units, Legislation, \*Periodicals, School Districts, \*School Redistricting, \*Statewide Planning, \*Systems Development, Transportation

The "Journal of State School Systems Development" is designed for the regular and orderly reporting of information and developments related to specialized school government as a system for accomplishing public educational purposes. Its issues include reports of State and Federal legislative action, program implications, special projects, and research findings as well as discussions of intergovernmental relations and specific issues. The journal serves as a source of information for persons interested in school government, its objectives, and its productivity. The Summer 1967, Vol. 1, No. 2, issue includes the following articles: (1) "Forces Affecting Local District Reorganization"; (2) "School District Unification in Kansas"; (3) "Ohio's System of Regional Coordinators for Pupil Transportation"; (4) "Developing a State Plan for Pennsylvania's Intermediate Units"; and (5) "The California Committee of Ten Report." (NQ)

ED 097 143 RC 008 146

Isenberg, Robert M., Ed.  
Journal on State School Systems Development,  
Fall 1967, Vol. 1, No. 3.  
National Education Association, Washington,  
D.C. Dept. of Rural Education.  
Pub Date 67  
Note—58p.

Available from—Department of Rural Education,  
National Education Association, 1201 16th  
Street, N.W., Washington, D.C. 20036 (\$1.50)  
EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—Administrative Organization, Bibliographies, Community Colleges, \*Consolidated Schools, \*Educational Research, \*Education Service Centers, Enrollment, \*Periodicals, \*School Districts, School Size, Vocational Education

Designed for the regular and orderly reporting of information and developments related to specialized school government as a system for accomplishing public educational purposes, the "Journal on State School Systems Development" includes reports of State and Federal legislative action, program implications, special projects, and research findings as well as discussions of intergovernmental relations and specific issues. The journal serves as a source of information for persons interested in school government, its objectives, and its productivity. The Fall 1967, Vol. 1, No. 3 issue consists of articles entitled: (1)

"Iowa's Pattern for Area Vocational and Community College Education"; (2) "The Regional Education Service Centers in Texas"; (3) "Process and Product in School Consolidation"; and (4) "What Does Research Say About the Size of a Local School District?" (NQ)

ED 097 144 RC 008 147

Isenberg, Robert M., Ed.  
Journal on State School Systems Development,  
Winter 1968, Vol. 1, No. 4.  
National Education Association, Washington,  
D.C. Dept. of Rural Education.  
Pub Date 68  
Note—68p.

Available from—Department of Rural Education,  
National Education Association, 1201 16th  
Street, N.W., Washington, D.C. 20036 (\$1.50)  
EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—Administrative Organization, Agency Role, Bibliographies, Boards of Education, Educational Legislation, \*Education Service Centers, \*Intermediate Administrative Units, Organization, \*Periodicals, Population Trends, School District Autonomy, School Districts, \*School Redistricting, \*Systems Development  
The "Journal on State School Systems Development" is an avenue for regularly incorporating into the available educational literature descriptive reports of studies, proposals, and legislative changes related to the legal or governmental structure within which schools are operated. Designed primarily for administrative groups, students of government, researchers, political scientists, legislators, study committees and commissions, State education agencies, and others interested in reorganization and the strengthening of school government, the journal's primary goal has been to keep the literature as current and up-to-date as possible. Articles presented in the Winter 1968, Vol. 1, No. 4, issue are: (1) "Wisconsin's New District Educational Service Agencies"; (2) "The Concepts and Problems of Planning-Programming-Budgeting System"; (3) "Population Characteristics and School District Planning"; (4) "The Multidistrict Local Education Agency"; and (5) "Selected Bibliography on Educational Organization and Reorganization." (NQ)

ED 097 145 RC 008 148

Simon, Roger I., Comp. And Others  
IMPACTE: A Descriptive Report and Evaluation  
of the First 18 Months. [Indian and Metis Project  
for Careers Through Teacher Education].  
Department of Indian Affairs and Northern  
Development, Ottawa (Ontario).  
Pub Date 73  
Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*American Indians, \*Career Education, Change Strategies, Curriculum Development, Problem Solving, Program Descriptions, \*Program Evaluation, \*Self Evaluation, \*Teacher Education

The IMPACTE Project (Indian and Metis Project for Careers Through Teacher Education), initiated in August 1971, aimed to: (1) train Native teachers within the framework of the regular certification program at the Faculty of Education, Brandon University (Manitoba, Canada) and (2) provide a new "career ladder" for Indian and Metis people. Of the 53 treaty and non-treaty Native students who entered the program in 1971, 32 percent dropped out the first year. Of prime importance was the fact that IMPACTE had shown an ability to identify and cope with its own problems; therefore, continued funding and support for IMPACTE was well justified. This first evaluative report concentrates on descriptive diagnostic information about internal operations which provided the administration with feedback about positive and negative features of the program's first year. Given in the report's three sections are: a description of program objectives, assumptions, and organizational structure; a report of an independent evaluation of the first year; and a description of program changes in the second year which have attempted to solve some of the problems raised by the evaluation. The appendixes consist of student profiles, bar graphs to highlight or supplement information contained in the profiles, and comments from teachers and principals. (NQ)

ED 097 146 RC 008 153

Guerra, Roberto S. Schulman, Sam  
Occupational Education in Texas: An Ethnic Comparison.  
Houston Univ., Tex. Center for Human  
Resources.

Spons Agency—Texas Education Agency, Austin.  
Div. of Occupational Research and Development.

Pub Date Jun 74

Note—93p. For related document, see ED 075  
117 and RC 008 156

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*Anglo Americans, \*Career Education, Changing Attitudes, Futures (of Society), Higher Education, High School Students, \*Mexican Americans, \*Negroes, Program Descriptions, Urban Youth, Values, Vocational Education, \*Youth Opportunities  
Identifiers—\*Texas

Evaluation and documentation of the type and quality of occupational training that is available to minority high school students was presented in this study. The school-to-work transition for a tri-ethnic population (black, Anglo, and Mexican American) was compared three different ways—among ethnic groups, within ethnic groups by vocational education or nonvocational education program, and by ethnic groups and program. Student data were gathered by a largely closed-ended questionnaire. The goals and objectives of this study related to black vocational education, tri-ethnic analysis, vocational education composition and enrollment analysis, and a thorough demographic analysis. Part 1 discussed the findings of a previous study which were responsible for the present research effort project goals, general methodology, description of target population, and the organization and phasing utilized in its execution. Part 2 analyzed and compared characteristics, attitudes, aspirations, and problems of 1,600 black, Mexican American, and Anglo students in six urban Texas school districts with large minority student populations. Part 3 summarized the results and discussed some of the implications which this and other studies have for vocational education in Texas and the role of occupational research activities. Many issues concerning vocational education and minority youth were clarified in this study; other questions were raised. However, the data base established here should alert educators to and inform them about the special sensitivity of today's high school youth. (AH)

ED 097 147 RC 008 154

Mindiola, Tatcho  
A Demographic Profile of Texas and Selected Cities: Some Recent Trends, 1950-1970.

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin.  
Div. of Occupational Research and Development.

Pub Date 74

Note—59p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—\*Anglo Americans, Birth Rate, Demography, \*Negro Population Trends, \*Population Distribution, \*Population Growth, Rural Areas, \*Spanish Speaking, Tables (Data), Urban Areas  
Identifiers—\*Texas

Population changes which have occurred within the black, Anglo, and Spanish surnamed populations in Texas from 1950 to 1970 were analyzed. This 20-year time span was selected because of the availability of the comparable census information for these groups. Three aspects of population dynamics examined were: growth, components of growth, and distribution. Data were taken from several U.S. Census Reports for 1950, 1960, and 1970. Some findings were that: (1) each group experienced an absolute increase in size during this time, with the Spanish surnamed having the largest increase and Anglos and blacks having the least; (2) despite this increase, their sizes relative to one another remained virtually unchanged; (3) the one single factor which accounted for most of the growth and the changes in growth rates was the fluctuations in the number of births; (4) migration was also an important factor affecting the size of the Spanish surnamed, but was of minimal consequence for the black and Anglo

populations; (5) throughout the 1950's and 1960's, Texas' population was concentrating more and more in metropolitan areas, especially in the Houston, Dallas, and Fort Worth areas; and (6) the Anglo population increased in the areas outside the central cities while the black and Spanish surnamed populations increased inside the central cities. Some generalizations concerning present and projected population characteristics are also made. A problem encountered in this analysis was the possible underenumeration of the black and Spanish surnamed groups. (NQ)

ED 097 148 RC 008 155

Mullins, Terry W. Guerra, Roberto S.  
Manpower and Vocational Education in Texas.  
Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin.  
Div. of Occupational Research and Development.

Pub Date 74

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Anglo Americans, Economic Factors, \*Educational Programs, Employment Trends, Enrollment, \*High School Students, \*Labor Supply, \*Manpower Needs, Mexican Americans, Negroes, Occupational Surveys, Tables (Data), \*Vocational Education  
Identifiers—\*Texas

Major emphasis has been placed on preparing students for college. Studies indicate that most of the job openings available between now and 1980 will not require a college education; however, a large number of them will require specialized training. Programs need to be initiated or expanded for occupations promising substantial demand and program areas with declining demand and large enrollments need to be curtailed or perhaps eliminated. Since emerging economic trends have their roots in the past, an historical perspective is required to assess the labor force status of the three major ethnic groups in Texas (Mexican Americans, blacks, and Anglos). Each student's aptitudes and interests must also match the training undertaken. This report examines: (1) the occupational education programs available to students in grades 9-12 in 11 Texas public school districts; (2) vocational education enrollment patterns for the State as a whole and for these school districts; (3) vocational enrollment patterns in comparison to the State's manpower requirements; (4) the economy in terms of industry structure and occupational composition; (5) expected changes in the industrial structure and their effect on occupational demand; and (6) implications of the occupational demand trends in terms of current patterns and emerging trends in high school occupational education. The appendixes consist of tabular data by ethnic group for vocational enrollment (State and district) and occupational employment (State and city). (NQ)

ED 097 149 RC 008 156

Guerra, Roberto S.  
Occupational Education in Texas: Summary and Conclusions.

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin.  
Div. of Occupational Research and Development.

Pub Date 74

Note—55p.; For related documents, see ED 075 117 and RC 008 153

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—\*Anglo Americans, Attitudes, \*Career Education, Comparative Analysis, Cross Cultural Studies, Ethnic Groups, High School Students, Labor Supply, Manpower Needs, \*Mexican Americans, \*Negroes, Occupational Surveys, Socioeconomic Background, Urban Youth, Vocational Education, \*Youth Opportunities  
Identifiers—\*Texas

"Vocational Education in Texas High Schools: An Ethnic Comparison" was initiated in March 1973 and continued through the summer of 1974 when all project reports were completed; this is a summary and conclusion of the entire study. Among the major goals were to: document and describe the experiences and aspirations of a large sample of black high school youth and assess their attitudes toward school, work, voca-

tional education, and other factors; profile a selected sample of Anglo and Mexican American students in order to compare all three groups in an urban setting; compare vocational education enrollment patterns with manpower needs in State and local areas; and provide State and local educators with project findings through on-site in-service training workshops and other dissemination procedures. The total thrust of the study was to improve occupational training opportunities and career development of all high school students in the State of Texas. One important aspect was to make recommendations to the funding agency and selected school districts concerning program development. Other recommendations, based on the needs expressed by the respondents (mostly low income) to the eight questionnaires and interviews included: better coordination between vocational education programs and labor market demands, improved guidance programs, and utilization and implementation of major recommendations made as a result of these findings. (AH)

ED 097 150 RC 008 157

1973 Maryland Rural Manpower Report. Report No. MA 5-79.

Maryland State Dept. of Employment and Social Services, Baltimore. Employment Security Administration.

Pub Date 73

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Agriculture, \*Economic Development, \*Employment Trends, Human Services, \*Manpower Development, \*Migrant Workers, Rural Farm Residents, \*Rural Population, Seasonal Laborers, Tables (Data)  
Identifiers—\*Maryland

Prepared by the State Department of Employment and Social Services (Research and Analysis Division) and the Rural Manpower Staff, this 1973 annual report provides a summary and review of the activities of Maryland's Rural Manpower Services Program. The report briefly gives: (1) a statement on the program's administrative organization and functions; (2) a review of the economic and employment trends in rural areas; (3) a description of the methods used in recruiting farm workers; and (4) an evaluation of the program. The attachments to the report give tabular data for farm trends, wage rates, and employment trends from 1969 to 1973; monthly agricultural employment trends for 1973; migrant seasonal farm workers recruited through Maryland clearance orders from 1963 to 1973; the interstate migrant housing by county for 1973; the 1973 crop acreage and production; and expected crop acreage and monthly agricultural employment for 1974. Also included are copies of the May 11, June 18, and July 3, 1973 Farm Labor Bulletin, a weekly publication which reports State crop and farm labor conditions. (NQ)

ED 097 151 RC 008 158

McCoy, John L.  
Factors Associated with Level of Living in Washington County, Mississippi. Technical Bulletin No. 1501.

Economic Research Service (DOA), Washington, D.C.

Pub Date Aug 74

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Academic Achievement, Caucasians, Economic Disadvantage, Educational Mobility, \*Living Standards, Low Income Groups, \*Mobility, Multiple Regression Analysis, Negroes, Opportunities, \*Race, Residential Patterns, \*Rural Population, Social Structure, \*Socioeconomic Influences, Urban Population  
Identifiers—\*Mississippi

Step-wise multiple regression and typological analysis were used to analyze the extent to which selected factors influence vertical mobility and achieved level of living. A sample of 418 male household heads who were 18 to 45 years old in Washington County, Mississippi were interviewed during 1971. A prescreening using census and local housing survey material determined black and white households. Respondents were interviewed by members of their own race. The analysis was based on two indexes which were also used to construct a typology of vertical mobility:

(1) an index representing the respondents' level of living at childhood and (2) an index for achieved level of living (the dependent variable). The independent variables were race, ascribed rank, highest level of education, spouse's education, age, respondent's age at birth of first child farm residence, town or village residence, farm origin, town or village origin, birth rank, and military service experience. Some findings were: (1) race was the most important characteristic associated with vertical mobility and achieved level of living; (2) education, age, and urban residence had the greatest influence on the blacks' upward mobility, while for whites, education and farm residence were the most positive factors; and (3) postponement of family development, place of birth, and military experience had negligible influences on achievement for all respondents. (Author/NQ)

ED 097 152 RC 008 159

Hadden, Kenneth P.  
Population Change Due to Migration in Non-Metropolitan Counties of the Northeast.

Pub Date 25 Aug 74

Note—20p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Academic Achievement, Community Services, Economics, Income, \*Migration Patterns, \*Population Trends, \*Rural Environment, \*Socioeconomic Status, \*Suburban Environment, Tables (Data)  
Identifiers—Northeast

This paper compared the effects of three hypothesized determinants of population change due to migration in 207 nonmetropolitan counties in northeastern United States: (1) the population's socioeconomic status; (2) functional differentiation of community activities; and (3) linkages relating the local, regional, and national economies. Data were obtained from a data file compiled primarily at Cornell University as part of a Northeast Regional Research Project. Multiple indicators of each concept were classified using factor analytic techniques. Having obtained satisfactory factors for 1960, a similar analysis was performed for the same variables measured in 1950 to assess the stability of the factor structure. Of the hypothesized determinants, the level of and change in socioeconomic status appeared to be of greatest importance. The level of differentiation had no effect on net migration among nonmetropolitan counties in the Northeast; however, change in differentiation had the expected positive effect in both urban and rural counties. Subsequent regression analytic procedures indicated that county socioeconomic status was of substantial importance and economic linkages of virtually no importance in statistically explaining intercounty differentials in rates of net migration. (NQ)

ED 097 153 RC 008 161

Garcia, F. Chris  
Political Socialization of Chicano Children. A Comparative Study with Anglos in California Schools.

Pub Date 73

Note—255p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$16.50)  
Document Not Available from EDRS.

Descriptors—Affective Behavior, \*Anglo Americans, Cognitive Development, \*Cross Cultural Studies, Elementary School Students, Junior High School Students, \*Mexican Americans, \*Political Attitudes, \*Political Socialization, Power Structure, Social Class, Student Attitudes  
Identifiers—\*California, Chicanos

During spring 1970 and January 1971, over 1,500 questionnaires were distributed in eight California public schools to delineate the cognitive and affective orientations of Mexican American and Anglo children to the three major components of the American political system: the political community, the regime, and the political authorities. The schools were located in two geographic areas—the Central Valley of California and east Los Angeles County—which were considered politically significant to recent Mexican American political activities. The responses of 683 Chicano and 544 Anglo children were tabulated. Since a quasi-longitudinal research design

was used, students in grades 3, 5, 7, and 9 were given the same questionnaire. The use of idiomatic Spanish-language questionnaires administered by local Spanish speaking college students experienced in working with school-age Mexican American children minimized cultural differences. Among the findings (all of which were influenced by social class) were: (1) although both cognition of and affection for the American political community by Chicano children were below those of Anglo children, no significant differences existed; (2) although Chicano children were socialized to support system norms at a very early age, political distrust increased with maturity; and (3) idealization of political authorities initially was quite high, but compared to Anglo feelings a tremendous change occurred as Mexican American youth matured. (NQ)

**ED 097 154** RC 008 162  
Fagot, Madeleine

**A Resource Guide on Indian Arts and Crafts for Elementary and Secondary Teachers.**  
Arizona State Univ., Tempe. Indian Education Center.

Pub Date Mar 74  
Note—56p.

Available from—Center for Indian Education, Farmer College of Education Bldg., Room 417, Arizona State University, Tempe, Arizona 85281 (\$1.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*American Indians, Annotated Bibliographies, \*Art, Art Expression, Booklists, Charts, Citation Indexes, Elementary School Teachers, Films, Filmstrips, \*Handicrafts, \*Instructional Materials, Maps, Periodicals, Reference Materials, \*Resource Guides, Secondary School Teachers, Tribes, Visual Aids  
American Indian arts and crafts reference materials (published 1923-1973) are listed in this annotated resource guide for elementary and secondary school teachers. Approximately 260 listings are given for: books, films and filmstrips, maps and charts, picture sets, magazines, bibliographies and indexes, slide kits, transparencies, distributor's addresses, addresses for supplies, and places to write for more information. Included is a subject index to the book section. Among the subject areas covered are sand-painting, weaving, silversmithing, music, pottery, and many other Indian art or craft forms unique to specific tribes or to the American Indian in general. (AH)

**ED 097 155** RC 008 163  
Upham, W. Kennedy Jimenez, Luis

**Rural Youth in the South: The Population Under Age 25. Information Report No. 73-1.**

Prairie View A and M Coll., Texas; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—TAES-73-1

Pub Date Oct 73

Note—95p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Age, Caucasians, \*Census Figures, Definitions, Educational Planning, Negroes, \*Population Distribution, Race, \*Rural Population, \*Rural Youth, Sex (Characteristics), \*Southern States, Spanish Culture, Tables (Data)

The first in a series of bulletins prepared for each region and with a national summary, this report presents relevant data about the South's rural youth (persons under 25). The total rural population of the South includes some 22.2 million persons, representing slightly higher than 41 percent of the rural people in the entire nation. There are 29.4 million persons under 25 years in the South with slightly over 10.4 million in the rural areas, constituting 41.6 percent of all American youth in this age group who live in rural areas. These youth are unevenly distributed by State and include a sizeable proportion of blacks. A large proportion of these youth were born during the decade of high birth rates following the end of World II; others are younger and may reflect more recent developments in the South's population characteristics. The numerical data (extracted from various 1970 U.S. Census of Population reports) deal with the distribution of the rural youth by State, the sex ratios charac-

teristic of various groups among these youth, and their racial composition. The appendixes, which comprise the majority of the report, contain tabular information on the South as a region, for each State, and on the United States having general comparative and background value for this report, and definitions of technical terms. (NQ)

**ED 097 156** 32 RC 008 164  
Title I, ESEA Migrant Education. [Idaho] State

Annual Evaluation Report, Fiscal Year 1973 (School Year 1972-73).

Idaho State Dept. of Education, Boise.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—40p.; For related document, see ED 071 817

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Annual Reports, \*Federal Programs, Inservice Programs, \*Migrant Education, Participation, Program Descriptions, \*Program Evaluation, Resource Centers, Staff Utilization, Summer Programs, \*Supplementary Education, Tables (Data), \*Teenagers

**Identifiers**—\*Elementary Secondary Education Act Title I, ESEA Title I, Idaho

Written in compliance with Federal requirements, this Idaho State Evaluation Report describes the progress of Idaho's migrant educational activities implemented under Title I, Elementary and Secondary Education Act (ESEA), as amended in 1966 under Public Law 89-750. The report is a summary of the 28 local district project evaluations. Enrollee participation during the regular school term included 4,937 students (preschool through grade 12); and 2,891 summer term students (preschool through age 14 or over). Twenty-four districts reported that project activities and services were designed to meet the needs of the migrant enrollee and were successful; three stated that the project was successful, but limited funds handicapped the total program. All districts felt the project had an impact on raising the level of educational attainment for the migrant participant. Sections cover: (1) exemplary program (teenage summer migrant program); (2) project data; (3) inservice training; (4) coordination with other programs; (5) nonpublic participation; (6) dissemination; and (7) program summary. The attachments provided include: a list of the Idaho migrant programs (FY 1973); the yearly report of the Migrant Education Resource Center; and an evaluation of migrant programs which lists the 22 objectives set forth by "Idaho State Plan, Migrant Education, Fiscal Year 1973, Title I ESEA", calls attention to successful practices, and summarizes areas in which improvements and/or additions might be desirable. (AH)

**ED 097 157** RC 008 165

Bernal, Ernest M., Jr.

**Models of Bilingual Education, Grades K-3, for a Planned Variation Study.**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 74

Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Bilingual Education, \*Early Childhood Education, \*Educational Theories, \*Evaluation Criteria, Feasibility Studies, Learning Theories, \*Models, Primary Grades, Research Methodology, Second Language Learning, Spanish Speaking

The Office of Economic Opportunity (OEO) and, most recently, the National Institute of Education (NIE) have been involved in contemplating a national planned variation study of bilingual education. In order to determine the feasibility of such a massive study, several approaches to bilingual education, with emphasis on bicultural as well as bilingual considerations, were developed. Next, usable models were extracted and cast into a planned variation experimental design. It was specified that these models represent a theoretical or methodological base, embody an observably distinct approach to education, be

operational long enough to make a difference in the children's academic competencies (in this case K-3), and have reasonable possibilities of acceptance by the professional and ethnic communities having to implement and support them. The four models delineated shared the following characteristics: (1) affective, academic, and linguistic objectives on which to base lesson sequences and content, student placement, and progress; (2) growth in both English and Spanish language proficiency; (3) provision for staff training, classroom materials, and community participation at each site; (4) specific strategies relating to awareness of and respect for the cultural, linguistic, and social variables of the installation site; and (5) specific methods for assessing these strategies and objectives and for monitoring the installation and its effects on the population. The models are: the Behaviorist Model, the Immersion Model, an Eclectic Model, and a Child-Centered Model. (NQ)

**ED 097 158** RC 008 166

Holzmueller, Diana

**Dillingham Foreign Study Program Evaluation. Final Report.**

Alaska Univ. Fairbanks. Center for Northern Educational Research.

Spons Agency—Dillingham City School District, Alaska.

Pub Date 74

Note—36p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*College Preparation, \*Cross Cultural Studies, High School Students, Program Effectiveness, Program Evaluation, \*Rural Youth, \*School Holding Power, Self Concept, Student Adjustment, \*Study Abroad, Tables (Data)

**Identifiers**—Alaska, \*Dillingham Foreign Study Program

The Dillingham (Alaska) Foreign Study Program Evaluation covers 3 school years (1970-71 through 1972-73). The program was an innovative direction for rural education in expanding the students' (predominantly Native American) experience during their senior year in high school, and offering early entrance into college. The Center for Northern Educational Research was asked to evaluate: (1) the increase in the students' entrance and success in college; (2) attitudinal changes occurring in their outlooks and future options; (3) the influence of the structure of the program on college entrance and success in each of the 3 years, the students' rates of entrance and success in college were compared to Native American students enrolled for the first time in the University of Alaska. Assessment of student attitudes toward themselves and their future were obtained (third year only) from: (1) a questionnaire asking if they had changed on the trip, and how; and (2) a questionnaire concerning occupational educational goals administered three times during the program. Some findings indicated that the increase in college entrance and success had: a large impact (1970-71); a sizeable impact (1971-72); and a good effect (1972-73). No definite conclusions were made about attitudinal changes in self-concept and future possibilities. However, the students' self-reports raised the possibility that some favorable results did occur. (AH)

**ED 097 159** RC 008 167

Orvik, James, Ed. Barnhardt, Ray, Ed.

**Cultural Influences in Alaskan Native Education.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 74

Note—94p.; Papers presented at a Symposium on "Cultural Influences in Alaskan Native Education," at the Annual Meeting of the Society for Applied Anthropology (Tucson, Arizona, April 1973)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*American Indians, \*Bilingual Education, Communication (Thought Transfer), \*Cross Cultural Studies, Cultural Awareness, Educational Anthropology, Educational Innovation, Educational Needs, \*Effective Teaching, Eskimos, \*Speeches, Teacher Behavior, Teaching Methods

**Identifiers—\*Alaska**

These papers were originally presented at the Symposium on "Cultural Influences in Alaskan Native Education", which was held in conjunction with the annual meeting of the Society for Applied Anthropology in Tucson, Arizona, April 13, 1973. The nine papers describe some of the recent efforts to better understand and build on the diverse cultural resources embodied in the people of Alaska. Topics cover: (1) a broad perspective of the prominent issues of education in Alaska; (2) some issues of teaching practices and behavior; (3) the informal aspects in the analysis of cross-cultural teaching; (4) bilingual education—a significant force in the push for greater cultural sensitivity in schools; (5) cross-cultural communication within the sphere of educational program development and the politics of educational control; and (6) a theoretical perspective analyzing the potential contributions of anthropology to cross-cultural understanding. (AH)

**ED 097 160** RC 008 168

Wolfe, Wendell W., Ed.

**A Training Manual for Advisory School Boards in Alaska.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—Alaska State-Operated Schools, Anchorage.

Pub Date Mar 74

Note—68p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors—**\*American Indians, \*Board of Education Role, Boards of Education, Educational Development, Eskimos, Leaders Guides, \*Leadership Training, \*Rural Education, School Community Relationship, School District Autonomy, \*State School District Relationship

**Identifiers—\*Alaska**

The publication, a training manual for rural advisory school boards, was developed by the Alaska State-Operated School System (ASOSS) and the Center for Northern Educational Research. It is a tangible demonstration that educational officials and policy makers at the State level are actively seeking ways to encourage local village residents to acquire the skills necessary to assume full operational responsibility for their schools. The position of the board of directors of ASOSS is that the board's responsibilities are transitional and that all rural Alaskan schools need to be organized on a local and regional basis as soon as possible. The training manual is divided into three sections: (1) organization and administration—State and Federal roles, legislation, State Board of Education role, and other State responsibilities; (2) school board organization—local organization, meetings, educational philosophy, board policy, program evaluation, school board-community relationships, school board personnel relationships, and school board and related organizations; and (3) other school board responsibilities—budgeting and buildings. Many pictures are included; a bibliography and index conclude the document. (AH)

**ED 097 161** RC 008 169

Smith, T. Lynn

**Studies of the Great Rural Tap Roots of Urban Poverty in the United States.**

Pub Date 74

Note—144p.

Available from—Carlton Press, Inc., 84 Fifth Avenue, New York, New York 10011 (\$4.95)

Document Not Available from EDRS.

**Descriptors—**\*City Problems, Demography, Historical Reviews, Low Income Groups, \*Migration Patterns, Negroes, \*Poverty Research, \*Rural Farm Residents, Rural Resettlement, Sharecroppers, Sociocultural Patterns, Socioeconomic Influences, Southern States, \*Urban Immigration

The cause and effect of rural to urban migration is analyzed in this collection of studies completed from the early 1930's to the 1970's. The analysis revealed that urban problems have been closely related to the sociocultural transition going on in rural America—that the changes in life and labor in agriculture have influenced, if not caused, the bulk of today's urban social ills and issues. In 1932 the process began of replacing the traditional "employer of last resort" in the U.S. (farm labor and subsistence agriculture) with public relief and welfare assistance of some

kind. This has resulted in the mass transplantation of between 55 and 60 million persons, of mostly lower or lower-middle social and economic status, from the farm to cities and towns. Statistics on population, farm labor, and technological change show conclusively the size, causes, and impact of this migration (mainly from the South). Pointed out are the disappearance of subsistence farming, drastic reduction of farm-hand employment (over 50 percent in about 25 years), the steady disappearance of the traditional corn-hog-beef-cattle farm ("live-at-home" farm), and the impact of the semiservile sharecropping sociocultural system. A proposal suggests a method to stop and even reverse the migratory flow—to lure people back to the farm—by a simple extension of "benefit payments" that reinforce the small farmer in his struggle to remain on the land. (AH)

**ED 097 162** 95 RC 008 170

**San Luis Valley Board of Cooperative Services Bilingual-Bicultural Program. Curriculum: Kindergarten Through Third Grade.**

San Luis Valley Board of Cooperative Services, Alamosa, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Mar 74

Note—400p.

**EDRS Price MF-\$0.75 HC-\$18.60 PLUS POSTAGE**

**Descriptors—**\*Bilingual Education, Concept Formation, Cultural Awareness, \*Curriculum Guides, \*Early Childhood Education, Kindergarten, \*Language Skills, Primary Grades, Psychomotor Skills, Reading Skills, Resource Units, Second Language Learning, Spanish Speaking, \*Units of Study (Subject Fields)

**Identifiers—**Colorado, Elementary Secondary Education Act Title VII, ESEA Title VII, \*San Luis Valley Bilingual-Bicultural Program

For the children in the San Luis Valley (Colorado), bilingual education has provided a successful atmosphere for both the monolingual English speakers and the non-English speakers. They teach each other, learn about each other's culture, and appreciate and understand others better. This curriculum guide, funded by Title VII of the Elementary and Secondary Education Act of 1965, was prepared for use in grades K-3 of the San Luis Valley Bilingual-Bicultural Program. The units cover the subjects of colors, shapes, reading, body and self, family, clothing, the community, culture, counting numbers, seasons and holidays, the calendar and temperature, domestic and wild animals, plants and nursery management, time and money, transportation, simple machines, and space. Given for each subject are the educational and behavioral objectives and suggested related activities, materials, resources, and evaluation techniques. Some of the lessons are for Spanish instruction. (NQ)

**ED 097 163** RC 008 171

Grieser, Chris, Ed.

**An Introduction to the Alaska Department of Education and Information on People, Government, History, Geography.**

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date Mar 73

Note—32p.; For related document, see ED 034 624

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**Adult Education, \*American Indians, Bilingual Education, Boarding Schools, Correspondence Study, Curriculum Development, Economic Factors, \*Educational Needs, \*Educational Programs, Eskimos, Higher Education, History, Physical Divisions (Geographic), \*Rural Schools, \*School Districts, Small Schools, State Government, Vocational Education

**Identifiers—**\*Alaska, Aleuts

The large number of requests for general information on Alaska has resulted in the compilation of this booklet. Alaska's school system is made up of district schools and State-operated schools. The 29 school districts (controlled by the local school boards) vary in size from 40 pupils with 4 teachers to 34,000 pupils with 1,500 teachers. Boarding high schools, boarding home programs, correspondence study, adult education, Bureau of Indian Affairs' role in education, institutions of

higher learning, and teachers are discussed. Programs to meet the needs of the Alaskan student have been developed by Alaskan educators through curriculum materials based on settings and events familiar to these students. A historical sketch of Alaska and its present economy and government are included. The geographic division of Alaska and the distribution of Eskimos, American Indians, and Aleuts are described. Lists of facts and figures, historical milestones, information sources, and miscellaneous information conclude the booklet. (AH)

**ED 097 164** RC 008 172

Dawson, Howard A., Comp. Hubbard, Frank W., Comp.

**The White House Conference on Rural Education (Washington, D.C., October 3-5, 1944).**

National Education Association, Washington, D.C. Dept. of Rural Education.

Pub Date 5 Oct 44

Note—274p.; Out of print

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

**Descriptors—**\*Conference Reports, Educational Finance, \*Educational Planning, \*Educational Responsibility, Full State Funding, \*Futures (of Society), Government Role, \*Rural Education, Rural Youth, School Role, School Taxes

**Identifiers—**\*White House Conference on Rural Education

The White House Conference on Rural Education (1944) called together 230 of the country's best known rural educators to lay plans for the peacetime establishment of our educational system on a better basis than we have ever known before (with Federal aid when necessary). One of the dynamic outcomes of the four conference sessions was compilation of the Charter for the Education of Rural Children. The goals stated that every rural child had the right to: a satisfactory, modern elementary and secondary education; an educational program that bridged the gap between home and school, and school and adult life; health services, guidance programs, libraries, recreational facilities, lunch programs, and transportation at the public's expense (if needed); teachers, supervisors, and administrators who understood rural problems; educational and guidance programs 12 months of the year and no less than 9 continuous months of school; satisfactory, modern buildings; participation in community life and culture through the school; a strong local school system that provided all services needed; and the tax resources of his community, State, and nation used to guarantee him an American standard of educational opportunity. "These are the rights of every rural child because they are the rights of every child regardless of race, or color, or situation, wherever they may live under the Flag of the United States of America." (AH)

**ED 097 165** RC 008 173

Drabick, Lawrence W.

**Factors Associated with Expectations: North Dakota High School Seniors. Educational Research Series No. 9.**

North Carolina State Univ., Raleigh.

Spons Agency—North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date Jul 74

Note—131p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors—**Academic Aspiration, Agriculture, Comparative Analysis, Environmental Influences, \*Expectation, High School Students, \*Occupational Aspiration, Parent Influence, \*Rural Urban Differences, \*Seniors, Sex Differences, \*Socioeconomic Influences, Tables (Data)

**Identifiers—**\*North Dakota

Questionnaires were completed on a single day (spring 1973) by high school seniors from 18 large- and small, rural and urban, schools located throughout North Dakota in an effort to establish correlation between desired and expected occupations and expressed educational expectations. Tabular data supported previous studies which established correlation between aspiration and expectation. Male occupational expectation surpassed that of female, while urban student aspiration surpassed that of rural student, and parental occupational prestige was correlated with student occupational/educational expectation. Unexpected sex bias became apparent when females,

particularly mothers, exerted more influence on the expectations of daughters than did male figures, and there was a comparable male sex bias. Respondents on the extreme ends of the investigation continuum (i.e., farm and urban residents) were evenly arrayed, while those of intermediate classification were unevenly arrayed. Since North Dakota has an agricultural rather than an industrial base, the response of this study differed from that of a similar study in North Carolina (ED 079 000), though this difference bore out the underlying assumption that socioeconomic factors affect the expectations of high school seniors. (JC)

ED 097 166

RC 008 174

Oliver, Barbara, Ed.

1974 Migrant Education. [North Carolina] State Evaluation Report.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Compensatory Education. Pub Date Oct 74

Note—78p.; For related document, see ED 084 072

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Academic Achievement, Community Involvement, Enrollment, \*Migrant Child Education, \*Program Evaluation, \*State Programs, \*Summer Programs, \*Supplementary Education

Identifiers—\*North Carolina

North Carolina has established programs and projects designed to meet the special educational needs of the children of migratory workers and has coordinated them with similar agencies. The State migrant program's priorities are regular school term and summer projects for interstate and intrastate migrants; staff development activities; a migrant student record transfer system; migrant education regional services; mobile vocational instructional program; and services for students eligible under the former migratory provision (5-year migrants). During 1973-74, 6812 migrant children were served. Supplemental instruction and reinforcement were provided by 50 projects administered indirectly through 29 local educational agencies. Only limited supportive services were provided during the regular school term since emphasis was on instruction to supplement existing programs and not to supplant any available services with migrant funds. More value was placed on the supportive services during the summer since these projects were generally the only activities in operation. More responsibility for evaluating local projects was shifted to the local directors. After reading and processing all available information from project evaluations, on-site visits, test data, and monitoring reports, this 1974 evaluation report was prepared. All available information indicates that the North Carolina Migrant Education Program is meeting the State program goals. (NQ)

ED 097 167

RC 008 175

Steiner, Frank, Comp. And Others

Bilingual/Bicultural Education—A Privilege or a Right? Education Bilingue/Bicultural—Un Privilegio o un Derecho?

Illinois State Advisory Committee to the U.S. Commission on Civil Rights, Springfield.

Spons Agency—Commission on Civil Rights, Washington, D.C. Pub Date May 74

Note—124p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Advisory Committees, Biculturalism, \*Bilingual Education, \*Educational Assessment, Educational Legislation, Enrollment, Manpower Development, Mexican Americans, Puerto Ricans, \*Spanish Speaking, State Federal Aid, \*Urban Youth

Identifiers—Chicago, \*Illinois

Prepared by the Illinois State Advisory Committee for submission to the U.S. Commission on Civil Rights, this report focused on the growing concern among Latino parents, students, and community leaders over alleged violations of Latino students' rights to an education in Chicago, the only city in the United States with a large population of both Mexican Americans and Puerto Ricans. Two general assumptions contributed to the focus on education: (1) the total development of the Latino community depends on the kind of educational opportunities available; and (2) more Latinos are directly affected by

the educational system than by any other public institution since 75 percent of Latino families have children. Information was gathered from a variety of sources. Topics covered included enrollment, teachers, administrators, educational policy and practice, funding and the law, and the need for institutional change. Some findings were: (1) a pluralistic education program does not yet exist in Chicago's public schools, thus resulting in the systematic denial of these students' rights to an education; (2) the alienation of students, parents, and Latino community leaders from educational institutions is increasing; and (3) cultural and linguistic bias in testing and placement underestimates Latino students' abilities. (NQ)

ED 097 168

88

RC 008 176

Discovery Through Outdoor Education. ESEA Title III, Evaluation Report, School Year 1973-74.

Macomb County Intermediate School District, Mount Clemens, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date Jul 74

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Discovery Learning, \*Handicapped Children, Inservice Teacher Education, Learning Laboratories, \*Outdoor Education, Parent Participation, \*Program Evaluation, \*Special Education, Workshops

Funded in the fall of 1971, the project "Discovery Through Outdoor Education" serves the handicapped children of Macomb County (Michigan). The participants are physically, mentally, and emotionally handicapped children who qualify for special education services. Objectives are to: (1) improve youngsters' achievement in regular school subjects, their self-concept, interpersonal relationships, and leisure skills; (2) train special education teachers to utilize the outdoors for providing learning opportunities to handicapped children; (3) test an outdoor education model for improving the learning and lives of these children; (4) educate and involve parents in the program; and (5) train and utilize college students as teacher aides for handicapped students. During the 1973-74 school year, workshops and laboratory sessions designed exclusively for special education teachers, and handicapped students were conducted by the project staff. These were evaluated using either standardized achievement tests or criterion-referenced measures. The results, presented in chronological order, indicated the project was successful in achieving its objectives in the area of teacher inservice training; the mean gain of the students attending the outdoor laboratories was not greater than that of the control group; and the outdoor education experience did not have any impact on student achievement in the traditional sense. (NQ)

ED 097 169

RC 008 177

Lopez, Rodolfo, S. Piper, Richard

The Mexican-American Child Evaluation Report, 1973-74.

Hispanic Urban Center, Los Angeles, Calif.

Pub Date 74

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Cultural Awareness, Curriculum, \*Inservice Courses, Literature, Material Development, Mexican American History, \*Mexican Americans, \*Program Descriptions, \*Program Evaluation, School Policy, Teacher Education

Identifiers—Chicanos, Hispanic Urban Center Inservice Program

The Hispanic Urban Center Inservice Program was a 15-week course of study designed to provide teachers, educational specialists, and administrators with a view into the conditions and social pressures facing the Mexican American child in this society. The ultimate objective was to change attitudes and behavior toward Mexican Americans by using three basic strands (history, education, and literature) to bring participants into contact with the history, culture, and current thoughts of Chicanos. The course was voluntary and could be taken for college credit or salary points. Course outcomes ranging over beliefs, effects, knowledge, and behavior were evaluated by the participants, by teachers not participating in

the program, and by Chicanos in a separate teacher training program. Evaluation instruments were the Chicano Awareness Scale (CAS), 19-item Likert scale, an objective content-based test, and a simulation instrument (the In-Basket for Teachers of Chicanos). The CAS was given on a pre- and posttest basis. Results were separated into: (1) a description of results on the CAS by sex, age, grade, Spanish language fluency, and ethnicity; (2) between-group comparisons as well as pre-post participant group comparisons; and (3) accomplishments in the area of materials development. The recommendations, based on the data analysis, were given for three categories: (1) professional standards, (2) school policy, and (3) curriculum. (NQ)

ED 097 170

RC 008 178

Snow, Max

Indian Education; State of Idaho Johnson-O'Malley Program. Annual Report, 1970-1971.

Idaho State Dept. of Education, Boise.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 71

Note—35p.; For related documents, see ED 051 929 and RC 008 179-181

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*American Indians, Annual Reports, Attendance, Counseling Services, Cultural Awareness, Curriculum Development, \*Education, Educational Accountability, Enrollment, Expenditures, \*Federal Programs, Kindergarten, Lunch Programs, State Departments of Education, \*State Federal Aid, \*Tables (Data), Teachers, Transportation, Workshops

Identifiers—Idaho, \*Johnson O Malley Act, JOM

The 1970-71 report to the Bureau of Indian Affairs (BIA) contains information relative to the contract of the State of Idaho with the United States Government for Johnson-O'Malley (JOM) funds to educate American Indians in Idaho. The methods of financing are given, and the State Foundation Program is described. JOM funds and the Indian Education Program affect 14 districts and are set up to: (1) assist public schools with categorical grants-in-aid; (2) encourage new programs and approaches to learning and teaching; (3) bring about understanding and communication between school and community; (4) provide inservice training for teachers and teacher aides; and (5) make possible participation of all American Indian students in school activities and programs by providing funds to schools, taking care of costs and fees normally paid by parents. These JOM funds are bringing more of the American Indian culture and heritage into the school curriculum and texts; upgrading libraries; employing counselors; providing kindergartens; broadening extra-curricular activities (clubs, tours); and providing other services for the American Indian student. The majority of the document is comprised of statistical tables and data that cover such areas as State and JOM enrollment, transportation, attendance, school lunches, Public Law 874, and JOM financial reports for the State and for each school district. (AH)

ED 097 171

RC 008 179

Snow, Max

Indian Education; State of Idaho Johnson-O'Malley Program. Annual Report, 1971-1972.

Idaho State Dept. of Education, Boise.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 72

Note—25p.; For related documents, see ED 051 929 and RC 008 178-181

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*American Indians, Annual Reports, Attendance, Counseling, Curriculum Development, Educational Accountability, \*Educational Innovation, Enrichment Programs, Enrollment, \*Federal Programs, Inservice Teacher Education, Kindergarten, Lunch Programs, School Community Relationship, \*State Federal Aid, Summer Programs, \*Tables (Data)

Identifiers—Idaho, \*Johnson O Malley Act, JOM

In compliance with Federal regulations, the State of Idaho submitted this 1971-72 annual report to the Bureau of Indian Affairs regarding their educational funds under the Johnson-O'Malley (JOM) program. Support for the education of

public school students is provided by the State Foundation Program. JOM funds and the Indian Education Program affect 14 school districts. The major objectives of the Idaho Indian Education Program were to: (1) assist public schools with categorical grants-in-aid; (2) encourage new programs and approaches to learning and teaching; (3) bring about better understanding and communication between the school and community; (4) provide inservice training for teachers and teacher aides; (5) make possible the participation of all Indian students in school activities and programs by providing funds to schools for costs and fees normally paid by parents. JOM funds have helped to provide the expenses of kindergartens, summer programs, workshops for teachers, and many other special programs that State funding alone could not provide. New legislation that took over most of the funding of the lunch program left the JOM lunch funds to be channeled into other special programs. Statistical tables and charts covering such items as enrollment and transportation, attendance, school district tax levies, drop out rate, and JOM financial reports for the State and the school districts comprise the majority of the document. (AH)

ED 097 172 RC 008 180

Indian Education; State of Idaho Johnson-O'Malley Program. Annual Report, 1972-73.

Idaho State Dept. of Education, Boise.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 73

Note—29p.; For related documents, see ED 051 929 and RC 008 178-181

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Advisory Committees, \*American Indians, Annual Reports, Cocurricular Activities, Educational Innovation, Educational Responsibility, \*Enrichment Programs, \*Federal Programs, Inservice Teacher Education, Parent School Relationship, School Community Relationship, School District Autonomy, State Federal Aid, Summer Programs, \*Tables (Data)

Identifiers—Idaho, \*Johnson O Malley Act, JOM

The State of Idaho submitted this 1972-73 annual report to the Bureau of Indian Affairs in compliance with Federal regulations governing Johnson-O'Malley (JOM) funding. There has been a drastic decrease in the use of JOM funds for basic school support due to P.L. 874 and local funds provided for Indian education. District administrators, working with the JOM Parent Advisory Committees, have provided special programs and activities designed to benefit the Indian children. Ongoing JOM programs included summer workshops for teachers and aides, kindergartens, summer tours, and other activities designed to solve problems generally peculiar to Indian children. Problems faced by trustees and administrators in school districts educating Indian children fell generally within the categories of: parental permissiveness; direction; communication breakdown; student attitude, behavior, attendance, and self-image; responsibility and function of trustees, administrators, and faculty; and other home-school-community related problems. Some suggested goals to enhance the present programs were the continuation and expansion of financial aid for summer workshops, provision of funds for inservice training, development of "on reservation" programs for parents and children to explain the public school operation and parental responsibility, etc. The majority of the document is made up of statistical tables and charts for State and JOM financial assistance, attendance, transportation, enrollment, school lunches, and tax levies. (AH)

ED 097 173 RC 008 181

Indian Education; State of Idaho Johnson-O'Malley Program. Annual Report, 1973-1974.

Idaho State Dept. of Education, Boise.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 74

Note—56p.; For related documents see ED 051 929 and RC 008 178-180

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Advisory Committees, \*American Indians, Annual Reports, Cocurricular Activities, Educational Administration, Educational Innovation, \*Enrichment Programs, \*Federal

Programs, Parent Responsibility, Program Evaluation, \*School Community Relationship, School District Autonomy, State Boards of Education, State Federal Aid, Tables (Data)

Identifiers—Idaho, \*Johnson O Malley Act, JOM

The 1973-74 Idaho State annual report to the Bureau of Indian Affairs (BIA) was submitted in compliance with Federal regulations governing Johnson-O'Malley (JOM) funds. Program accomplishments discussed fell into four categories: (1) creation of a State Advisory Council for Indian Education; (2) early completion of contract negotiations; (3) employment of a professional educator to assist with the administration of the program in the northern part of the State; and (4) improved reporting procedures for expenditures from JOM funds. Major objectives for the 14 districts under JOM funding were not revised or evaluated formally, but they appeared to be successful (according to the district reports). Special educational activities funded under JOM were directed toward providing every Indian child with the opportunity to develop his potential. The report consisted of four sections: (A) the narrative, which reported the accomplishments, difficulties encountered, and plans for next year's operation; (B) school enrollment data for all participating districts; (C) financial information which included State and local districts expenditures; and (D) miscellaneous information concerning the programs in the individual school districts which were supported by the JOM program. The information in Section D is brief and was taken from the reports submitted by the local districts or represents the items considered most pertinent by personnel of the State Department of Education. (AH)

ED 097 174 RC 008 182

Saue, William E. McCabe, Bernard

Low-Income Rural Wisconsin Households with Older Heads. Institute for Research on Poverty, Discussion Papers No. 206-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date May 74

Note—54p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Age, \*Economic Disadvantage, \*Family (Sociological Unit), Farmers, Heads of Households, \*Low Income Groups, \*Older Adults, Residential Patterns, \*Rural Population, Senior Citizens, Social Factors

Identifiers—\*Wisconsin

The characteristics, particularly those related to low income and poverty, of rural Wisconsin households (families and individuals living alone) whose head was age 63 or older were studied. "Rural" was defined as towns of 2,500 population or less and the open countryside, including farms. Data were gathered in early 1968 through interviews in 1,021 households of which 290 were with heads age 63 or older. The total household income for each respondent was compared with the poverty line as calculated by the Social Security Administration and then classified as poor, near poor, or above average income. Some findings were: (1) mean income was \$3,678 for those 63 or older as compared to \$7,927 for rural households with heads aged 21 to 62 years; (2) 68 percent of the heads had finished eight grades of schooling or less; (3) among rural aged households, 39 percent were poor, 34 percent were near poor, and 27 percent had above average income in 1967; (4) among the farmers, the poor received most of their income from farming but the nonpoor received half their income from a variety of nonfarm sources; (5) farmers held substantially more net worth than nonfarmers of comparable poverty position; and (6) relatively more female-headed households were poor than those with male heads. While primarily descriptive in nature, the report has implications for action programs, assistance agencies, and public policy makers, and it establishes the magnitude of the low income problem among Wisconsin's rural aged. (NQ)

ED 097 175 RC 008 183

Student Rights and Responsibilities. A Review of the Draft of Program Guidelines. Research and Evaluation Report Series No. 25-A.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Feb 74

Note—35p.; For related documents, see ED 083 538-539

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*American Indians, \*Federal Programs, \*Guidelines, School Policy, \*Student Responsibility, \*Student Rights, Student School Relationship

Identifiers—\*Bureau of Indian Affairs Schools

The Bureau of Indian Affairs (BIA) has undertaken a general program development activity in the area of student rights and responsibilities. In August 1973 a committee of professional educators was appointed to develop guidelines for the Student Rights and Responsibilities Program. During December 1973 and January 1974, the draft of the guidelines was circulated to 195 BIA schools, the 12 area offices, who distributed it to tribal leaders, the American Indian Law Students Association at the University of New Mexico, and the National Indian Youth Council. Items used to elicit response were: suggested changes and additions, weakest features, strongest features, and general comments. This report is important to the total thrust in the Student Rights and Responsibilities Program since it shows that each step of the program's development was reviewed in some form or another at the grassroots level of education. A brief analysis of reactions to the draft guidelines, a copy of the instrument used relative to the review, actual comments, and a copy of the draft are included in this report. (NQ)

ED 097 176 RC 008 184

Holzmueller, Diana

Evaluation of Automated Teaching Systems in Three Alaskan Schools.

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—Alaska State Dept. of Education, Juneau.

Pub Date Jun 74

Note—74p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Achievement, Adult Education, American Indians, Attitudes, \*Audio-Instructional Aids, \*Automation, Communication Skills, Educational Innovation, Educational Technology, High School Students, Program Descriptions, \*Programed Instruction, \*Rural Schools, \*Teaching Methods, Technical Education, Urban Schools

Identifiers—\*Alaska

Two automated teaching systems were evaluated in Alaska to indicate the problems and benefits derived from modern educational technology in two rural schools (Tanana State School and Nenana City School) and an urban career center (the Adult Career Development Center) during the 1973-74 school year. Interviews, questionnaires, and classroom observations were used to collect data on this teaching method compared to others and the applicability of this approach to rural students. Teacher and student attitudes toward automated teaching as an alternative were reflected in the answers. The benefits of automated teaching were that automated instruction provided an alternative way of teaching; it was an innovative approach that motivated low achievers, and offered the multisensory stimulation, repetition, and/or drill needed by some students. Individualized, as well as limited group instruction, freed the teacher to help in areas most needed. The skills being taught were well planned to expose the student thoroughly to that area and content relevant to his interests. The biggest problems faced were breakdown of equipment and time spent for coordination of audio to visual. The financial expense of programs and machines was not closely examined since equipment was donated for the use during the school year, but when planning for rural education, all costs and benefits should be examined closely to find out if automated teaching is effective in meeting rural students' needs for a reasonable expenditure. (NQ)

ED 097 177 RC 008 185

Falcon, Carlos And Others

Quality Educational Services to Michigan's Spanish Speaking Community. [Report by the La Raza Citizens Advisory Committee to the Michigan State Board of Education.]

Michigan State Board of Education, Lansing.

Pub Date Jan 74

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—Advisory Committees, \*Bilingual Education, \*Educational Assessment, \*Educational Quality, Financial Support, Higher Education, Instructional Materials, \*Migrant Education, Sensitivity Training, \*Spanish Speaking, Testing

**Identifiers**—\*Michigan

La Raza Advisory Committee, created in September 1971, was to recommend to the State Board of Education the means by which the quality of educational services to Michigan's Spanish speaking community could be improved. A problem was encountered in obtaining the necessary data to evaluate the current services offered the Spanish speaking community. The major educational problems identified by the committee as facing the more than 31,000 Spanish speaking students in Michigan were: (1) too few bilingual-bicultural staff at all educational levels; (2) too few relevant curriculum, textbooks, teacher training, and instructional materials; (3) relatively little commitment by local school districts in accepting the financial responsibility for bilingual education programs; (4) lack of response by the school districts to the needs of the migrant child; (5) disproportionate financial assistance for these students in higher education; and (6) inadequate testing instruments, tracking systems, and academic counseling. Among the committee's recommendations to the State Board of Education were: (1) mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education; (2) continue La Raza Advisory Committee to advise the State Department of Education; and (3) investigate the extent testing instruments contribute to the "tracking" of these students into special education and other compensatory programs. (NQ)

**ED 097 178** RC 008 186

**Maintaining Relevancy in Programs of Agriculture. Proceedings:** Southern Regional Meeting, Land Grant College and University Presidents and Administrators of Agriculture (Atlanta, Georgia, April 20-21, 1972).

Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity. Pub Date Apr 72

Note—50p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Agricultural Colleges, \*Agriculture, Business, Conference Reports, Educational Programs, Financial Support, Industrial Education, \*Land Grant Universities, Organization, \*Relevance (Education), Rural Development, \*Rural Extension, \*University Extension

Recommendations for maintaining relevant programs which resulted from this meeting of college and university presidents and administrators are applicable to all colleges and universities offering programs of agriculture in the region. Given in this report are two major presentations entitled "The Integration of Knowledge in a Specialized Society" and "Agriculture and Rural America in the 70's." The reports of the four workgroups are: (1) "Structuring an Organization to Effectively Implement Programs in Colleges of Agriculture"; (2) "Realignment and Readjustment of Programs of Agriculture"; (3) "Relating Agriculture to Business and Industrial Usage, Rural and Urban Development"; (4) "Financing Agricultural Programs." Among the recommendations given are: (1) agriculture should occupy a position in the organizational structure of the college or university at a level sufficient to adequately implement the programs which are necessary to achieve the avowed goals of the land-grant institution; (2) coordination between the land-grant institutions founded in 1862 and those established in 1890 is absolutely essential in extension, and very necessary in research and teaching; (3) funds must be spent for the purpose intended and in such a manner as to provide agriculture and the public with the greatest returns possible. (NQ)

**ED 097 179** RC 008 187

**Helgeson, Delmer L. Zink, Maurice J. A Case Study of Rural Industrialization in Jamestown, North Dakota. Agricultural Economics Report No. 95.**

North Dakota State Univ., Fargo. Dept. of Agricultural Economics. Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Oct 73

Note—49p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Agriculture, \*Industrialization, Industrial Relations, \*Manufacturing Industry, \*Rural Areas, \*Site Selection, \*Socioeconomic Influences, Work Attitudes

**Identifiers**—\*North Dakota

The study's objectives were to: (1) determine the criteria used by industry in the selection of an area as a plant site; (2) measure the interdependence and economic impact that a manufacturing sector has on an agriculturally dominated rural area; and (3) evaluate employees' attitudes toward their new jobs in manufacturing. Jamestown, North Dakota was chosen as the study area since it typified a rural area which was heavily dependent on agriculture, but which had been successful in attracting industry. Questionnaires were used to gather data from: (1) managers and personnel of four firms recently locating in Jamestown, (2) four other firms who had evaluated the site but did not locate there, and (3) business and civic leaders of Jamestown. Factors designated of greatest influence to site selection were community attitudes toward industry, grants and concessions made available to manufacturing firms, and labor related factors. Positive labor related factors were labor costs, willingness of local workers, a large supply of trainable labor, labor laws (right-to-work law), and labor unions. Although some dissatisfaction was expressed toward the personal time discipline required in manufacturing work, most workers expressed approval of their job role, of the higher standard of living manufacturing employment provided the majority of persons, and of the opportunity for employment afforded 81 percent of the personnel who objected to outmigration from the State. (NQ)

**ED 097 180** RC 008 188

**Hayes, Sherrill W. Tennessee Annual Rural Manpower Report, 1973.** Tennessee State Dept. of Employment Security, Nashville.

Pub Date 73

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Annual Reports, Community Development, \*Economic Development, \*Employment Trends, \*Human Services, Interstate Workers, \*Manpower Development, Migrant Workers, Organization, Public Relations, \*Rural Population

**Identifiers**—\*Tennessee

The Rural Manpower Service as administered by the Tennessee Department of Employment Security provides placement services to rural employers and workers and assures that they receive "equity of access" to manpower services. It is also concerned with assuring that the Rural Development Act is being implemented in a manner designed to give the fullest consideration to planning and development groups in attaining their goals. This 1973 annual report of the Rural Manpower Service reviews its operations during the year. The report covers program planning; economic developments; employment and unemployment trends; services for rural people; rural manpower programs and activities for farm workers; community development activities; public relations activities; evaluations, problems, plans, and recommendations; selected data on farm placement operations; day-haul activities at points operated by the State agency; composition of interstate farm migrant groups; and interstate seasonal agricultural clearance activities. The attachments include an organizational chart and the Rural Manpower Services directory. (NQ)

**ED 097 181** RC 008 189

**Shepherd, George. Population Profiles, Vol 2: 1970 Demographic and Socioeconomic Profiles of the Populations of Washington State School Districts with Over 400 Students.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date [Jun 73]

Note—197p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors**—American Indians, Anglo Americans, \*Census Figures, \*Demography, \*Educational Needs, Educational Programs, Negroes, School Districts, \*Socioeconomic Background, Spanish Speaking, State Departments of Education, Statistical Data, \*Tables (Data)

**Identifiers**—\*Washington

Demographic and socioeconomic characteristics of populations resident in the 200 larger school districts in the State of Washington are delineated in this second in a series of three reports. This report is designed to furnish detailed demographic aspects of such data for the State educational programs. To implement this objective, tabular demographic and socioeconomic data from the 1970 U.S. Census have been portrayed for each of Washington's 200 largest school districts, as well as for the State as a whole. Particular emphasis has been placed on needs assessment data required by the Urban, Racial, and Rural Disadvantaged Programs of the Office of the State Superintendent of Public Instruction. The demographic and socioeconomic profiles are also designed to be of value in administering other categorical aid programs, as well as a wide variety of educational and curricular programs. The majority of the document is comprised of tabular data and charts. (Author/AH)

**ED 097 182** RC 008 190

**Shepherd, George**

**Population Profiles, Vol. 3: 1970 Demographic and Socioeconomic Profiles of the Populations of Washington State School Districts with Less Than 400 Students.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Sep 73

Note—145p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—American Indians, Anglo Americans, Census Figures, Definitions, \*Demography, \*Educational Needs, Educational Programs, Negroes, Population Trends, \*School Districts, \*Small Schools, \*Socioeconomic Background, Spanish Speaking, State Departments of Education, Statistical Data, Tables (Data)

**Identifiers**—\*Washington

"Population Profiles, Vol. 3" contains modifications which were made in order to update the second volume in this trilogy. Adjustments were also made when research revealed major 1970 census report inaccuracies. Demographic and socioeconomic characteristics of the populations resident in 114 smaller school districts in Washington State are presented. Demographic data for reference use in educational programs in the State are detailed. Tabular demographic and socioeconomic data from the 1970 U.S. Census are given for each of 114 smaller school districts, as well as the State as a whole. Particular emphasis is placed on needs assessment data required by the Urban, Racial, and Rural Disadvantaged Programs of the Office of the State Superintendent of Public Instruction. The demographic and socioeconomic profiles are also designed to be of value in administering other categorical aid programs, as well as a wide variety of educational and curricular programs. The majority of the document is comprised of statistical tables and charts. (Author/AH)

**ED 097 183** RC 008 191

**Shepherd, George**

**Population Profiles, Vol. 4: 1970 Demographic and Socioeconomic Profiles of the American Indian Population of Washington State.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Nov 73

Note—52p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*American Indians, \*Census Figures, Comparative Analysis, Demography, \*Disadvantaged Groups, \*Educational Needs, Educational Programs, Nonreservation American Indians, Rural Areas, Socioeconomic Background, State Boards of Education, Statistical Data, \*Tables (Data), Urban Areas

**Identifiers**—\*Washington

The State of Washington ranks fifth nationally in total urban American Indian population. There were 13,126 Indian students enrolled in Washington public schools in school year 1972-73. Of all the racial groups in the State, Indians are the most socioeconomically disadvantaged on the basis of educational level, income level, poverty status, and occupational categorizations. Demographic and socioeconomic data for the Indians of the State are detailed for reference use in

Washington State educational programs. Tabular demographic and socioeconomic data from the 1970 U.S. Census have been portrayed for urban and rural Indians for the State and for selected areas. Particular emphasis has been placed on needs assessment data required by the Urban, Racial, and Rural Disadvantaged Programs of the Office of the State Superintendent of Public Instruction. The profiles are also designed to be of value in administering other categorical aid programs, as well as a wide variety of educational and curricular programs. Initial tables compare key characteristics of the Indian population and other ethnic and racial groups in tabular, graphical, and textual form. Similar key characteristic tables compare the total and urban Indian populations of Washington and the other two Pacific Coast States. Numerous statistical tables and charts comprise the majority of this document. (Author/AH)

ED 097 184 RC 008 192

*Shepherd, George*  
Population Profiles, Vol. 5: Demographic and Socioeconomic Profiles of the American Indian, Black, Chinese, Filipino, Japanese, Spanish Heritage, and White Populations of Washington State in 1970.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jul 74

Note—98p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—American Indians, Anglo Americans, \*Census Figures, Chinese Americans, \*Demography, \*Educational Needs, Educational Programs, Filipino Americans, Japanese Americans, \*Minority Groups, Negroes, Socioeconomic Background, Spanish Americans, Statistical Data, \*Tables (Data)

Identifiers—\*Washington

This report is designed to furnish detailed demographic and socioeconomic data for American Indian, Black, Chinese, Filipino, Japanese, Spanish heritage, and White populations of Washington State for reference use in State educational programs. Tabular demographic and socioeconomic data from the 1970 U.S. Census are portrayed for each of the six racial and the Spanish heritage ethnic groups of the State, both overall and in selected areas throughout the State. Emphasis has been placed on needs assessment data required by the Urban, Racial, and Rural Disadvantaged Programs of the Office of the State Superintendent of Public Instruction. The demographic profiles are also designed to be of value in administering other categorical aid programs as well as a wide variety of educational and curricular programs. Initial tables place the key characteristics of the State populations in focus in terms of the key characteristics of the United States and the West Region. Comparisons are made in tabular, graphical, and textual form. Key characteristic tables compare the total, racial, and urban populations of Washington State and the United States. (Author/AH)

ED 097 185 RC 008 193

Small Schools, A Selected Bibliography (With ERIC Abstracts).

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Bureau No.—BR-6-2469

Pub Date Sep 74

Contract—OEC-1-6-062469-1574(14)

Note—43p.; For related document, see ED 081 532

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-018; \$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Abstracts, \*Annotated Bibliographies, \*Citation Indexes, Educational Development, \*Educational Research, Publications, Rural Areas, \*Small Schools, Subject Index Terms

This bibliography was compiled to provide access to some of the latest research findings, curriculum materials, and/or developments in small schools. Previously, information relating to small schools has been incorporated with the bibliographic series "Rural Education and Small

Schools, A Selected Bibliography"; however, it was felt that when presented in this manner only small rural schools would be included. The scope of small school coverage is: economic, cultural, social, or other factors related to educational programs of small schools (public, private, or parochial) located in urban or rural settings. There are 23 citations from "Research in Education" (RIE), published between 1967 and 1974 (with the majority published in 1972 or 1973). The seven journal articles taken from "Current Index to Journals in Education" (CIJE) were published in 1972 or 1973. A subject index and ordering information conclude the bibliography. (AH)

ED 097 186 RC 008 194

Rural Education, A Selected Bibliography (With ERIC Abstracts).

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Sep 74

Contract—OEC-1-6-062469-1574(14)

Note—453p.; For related document, see ED 081 532

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-019; \$8.00)

EDRS Price MF-\$0.75 HC-\$22.20 PLUS POSTAGE

Descriptors—\*Abstracts, \*Annotated Bibliographies, \*Citation Indexes, \*Periodicals, Rural Areas, \*Rural Education, Rural Urban Differences, Small Schools, Subject Index Terms

Documents relating to rural education are cited in this annotated bibliography. The 335 citations and abstracts appeared in "Research in Education" (RIE) from April 1973 through June 1974. Also included are 149 citations which appeared in "Current Index to Journals in Education" (CIJE) from April 1973 through June 1974. Major emphasis is placed on rural education, rural development, and rural urban differences. A combined RIE and CIJE subject index is provided at the end of the bibliography to assist the user in locating citations pertaining to a given subject area within the realm of rural education. Ordering information is appended. (NQ)

ED 097 187 24 RC 008 195

Mexican American Education, A Selected Bibliography (With ERIC Abstracts). ERIC/CRESS Supplement No. 4.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Oct 74

Contract—OEC-1-6-062469-1574(14)

Note—166p.; Not available in hard copy due to marginal legibility of original document. For related documents, see ED 082 881

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-020; \$7.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Abstracts, \*Annotated Bibliographies, \*Citation Indexes, Educational Needs, \*Mexican Americans, \*Periodicals, Spanish Americans, Spanish Culture, Spanish Speaking, Subject Index Terms

A supplement to four previous bibliographies designed to provide cumulative coverage of Mexican American education, this bibliography cites materials currently available through "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Approximately 258 citations and abstracts from RIE (dating from 1966 to 1974) and 272 journal articles from CIJE (dating from 1971 to 1974) are listed. RIE and CIJE subject indexes and ordering information conclude the document. (AH)

ED 097 188 RC 008 196

Hathaway, Dale E. And Others

People of Rural America. A 1960 Census Monograph.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date 68

Note—297p.; Out of print

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Academic Achievement, \*Census Figures, \*Cluster Grouping, Definitions, \*Demography, Population Distribution, \*Rural Population, Rural Urban Differences, Socioeconomic Status, Statistical Analysis, Stereotypes, \*Tables (Data)

This monograph attempts to describe the rural population as reported in the 1960 Census of Population and to evaluate the residence categories used. The hypothesis that the proximity to large metropolitan centers plays a crucial role in determining the characteristics of rural areas is applied. Substantive and analytical portions of the monograph assist in evaluating the utility and relevance of the rural-farm and rural-nonfarm residence categories. Questions raised by these considerations are: (1) how homogeneous are the populations that are now isolated by the application of existing definitions of these categories; (2) to what extent does the aggregated rural population display identifiable patterns in each region or division, and what effect does distance from a metropolitan area play on these patterns; and (3) what kind of a case can be made for the retention of current definitions of the populations according to residence? Included are: (1) a definition of rural America; (2) number and distribution of rural population; (3) age and sex composition of the rural population; (4) differential fertility; (5) factors related to fertility differences; (6) educational status; (7) employment of rural people; (8) income and earnings; (9) intercommunity differences in income; (10) summary and implications. The text is supplemented with statistical tables, charts, and graphs. Methodology is explained in the Statistical Appendix. (AH)

ED 097 189 RC 008 197

*Berry, Christine*

Field Plot Studies. Penn State HPER Series No. 4. Pennsylvania State Univ., University Park. Coll. of Health and Physical Education.

Pub Date 74

Note—86p.

Available from—Penn State University, Penn State HPER Series, 275 Recreation Building, University Park, Pennsylvania 16802 (\$2.00)

Document Not Available from EDRS.

Descriptors—Charts, Curriculum Enrichment, \*Discovery Learning, Ecology, \*Elementary Grades, Enrichment Activities, \*Natural Sciences, \*Outdoor Education, Records (Forms), \*Teaching Guides

Identifiers—\*Plot Studies

Outdoor education teaching materials are presented for grades 3-6. The term "plot studies" encompasses those investigative activities which can be carried on within a small, defined land area on or near school grounds for the purpose of enhancing and extending classroom and textbook activities. Natural science activities deal with plants and animal ecology, soil, and geology. The format was designed to: develop observational skills, provide experience with charts and recording of information, develop a skill in drawing conclusions, and develop ability in summarizing. Most activities can be completed in a half hour in any order the teacher chooses, and sections can be done by themselves or as part of a larger unit. Several poems and a crossword puzzle are included, and the teacher is encouraged to clearly establish the interrelationships of each area with each other area, e.g., language arts with natural science. The appendix is the form for the observation chart which can be used for several topics of study. A bibliography concludes the document. (Author/AH)

ED 097 190 RC 008 198

*Monsen, Marie A.*

Higher Education Evaluation. Analysis and Comparison of Evaluative Data. Research and Evaluation Report Series No. 20.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Dec 73

Note—34p.; For related document, see ED 076 802

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*American Indians, Comparative Analysis, Educational Assessment, \*Higher Education, \*Individual Differences, Program Evaluation, Questionnaires, \*Statistical Analysis, \*Tables (Data), Tribes

Identifiers—BIA, \*Bureau of Indian Affairs

The Bureau of Indian Affairs' (BIA) Higher Education Program was evaluated in order to provide valid information for decision making. Data gathered by a questionnaire administered to 2,736 students in a previous study was refined by applying the chi-square test of significant differences to certain student characteristics and variables. Each area office also conducted its own evaluation and five areas (Juneau, Minneapolis, Muskogee, Phoenix, and Navajo) participated in an audit of their self-evaluation. The four variables selected for analysis were age, college classification, blood quantum, and area office serving "your" tribe. No significant differences were shown for college classification and age. Area of office and blood quantum showed significant differences. In relationship to less than full-bloods, full-blood Indian students were more likely to have less parental encouragement to attend college; go to universities with 25 or more Indians enrolled or attend a private college; work toward an AA instead of a baccalaureate; speak their tribal language; live on campus; have special counseling services available to them; own and operate an automobile; or come from a home where the earnings are \$3,000 annually. These differences could have an impact on the administration of programs. The educational audits pointed out a need for simplification and revision of record forms, but overall they showed that programs seem to be sound. (AH)

## SE

ED 097 191 SE 016 441

Graham, Peter Markesjo, Gunnar  
Experience From Development of an Introductory Course of Electronics.

Royal Inst. of Tech., Stockholm (Sweden). Dept. of Education.

Report No.—PE-15

Pub Date Jun 72

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—\*College Science, Curriculum Development, \*Electronics, \*Evaluation, Program Descriptors, \*Science Courses, \*Technology

Identifiers—Sweden

The report describes the development, production and evaluation of an introductory electronics course for the college and university level. Electronics teachers of the four institutions of technology in Sweden developed goals and discussed and revised material. The course that resulted has been widely accepted. (Author/RH)

ED 097 192 SE 016 829

Interactions of Science and Technology in the Innovative Process: Some Case Studies. Final Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-C-667

Pub Date 19 Mar 73

Note—200p.; Color-Coded Charts; For an abridged version of this report, see ED 093 580 Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—\*Case Studies, \*Innovation, Science Education, Sciences, Technical Reports, \*Technology

Identifiers—Battelle

This is the final report of the latest effort in a series sponsored by the National Science Foundation on the innovation process. It adds to the store of retrospective case studies by documenting historically the significant events in several technological innovations of high social impact. These cases, drawn together by the Battelle Columbus Laboratories, along with previous case studies, illustrate the diverse ways by which research and development activities support each other in the innovation process. The case studies report on the heart pacemaker, hybrid grains and the green revolution, electrophotography, input-output economic analysis, organophosphorus insecticides, oral contraceptives, magnetic ferrites, and the videotape recorder. (PEB)

ED 097 193

Wolff, Kathryn, Ed.

Science Books, Vol. 9, No. 2.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Sep 73

Note—95p.

Available from—AAAS Publications Department, 1515 Massachusetts Avenue, N.W., Washington, D. C. 20005 \*Subscription \$12.00, single copy \$3.50

Document Not Available from EDRS.

Descriptors—Booklists, \*Book Reviews, \*Children's Books, \*Education, \*Films, Mathematics, Medicine, Psychology, Science Education, \*Sciences

This quarterly publication contains reviews of trade books, textbooks, and reference works in the pure and applied sciences which are intended for students in the elementary and secondary schools and in the first two years of college. In addition, books on scientific topics intended for the general reader are reviewed, as are selected advanced and professional books useful for reference by students and teachers. Children's books are grouped into a special section and are classified as relating to Science and Society, Physical Sciences, Mathematics and Technology, and Life Sciences. A list of reviewers is also included in the publication. A section is devoted to film reviews; these reviews are the first results of a new program which AAAS has undertaken in the area of science films. (EB)

ED 097 194

Wolff, Kathryn, Ed.

Science Books, Vol. 9, No. 3.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Dec 73

Note—87p.

Available from—AAAS Publications Department, 1515 Massachusetts Avenue, N. W., Washington, D. C. 20005 (Subscription \$12.00, single copy \$3.50)

Document Not Available from EDRS.

Descriptors—Booklists, \*Book Reviews, \*Children's Books, \*Education, \*Films, Geology, Mathematics, Psychology, Science Education, \*Sciences

This quarterly publication contains reviews of trade books, textbooks, and reference works in the pure and applied sciences which are intended for students in the elementary and secondary schools and in the first two years of college. In addition, books on scientific topics intended for the general reader are reviewed, as are selected advanced and professional books useful for reference by students and teachers. Children's books are grouped into a special section and are classified as relating to Science and Society, Physical Sciences, Mathematics and Technology, and the Life Sciences. A list of reviewers is also included in the publication as well as an index of titles. (EB)

ED 097 195

Physics Handbook: Activities for a Modern Program in Physics.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—193p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

## POSTAGE

Descriptors—\*Instructional Materials, Laboratory Experiments, \*Physics, \*Science Activities, Science Education, \*Secondary School Science, \*Teaching Guides, Units of Study (Subject Fields)

This handbook contains information that has been used in the high school laboratory by many teachers. Most of the experiments can be adapted for use as individual laboratory exercises or as teacher-student demonstrations. The resource material in this handbook should be helpful to all physics teachers as they continue to adapt their courses to satisfy the ever-expanding concepts and processes of physics. Four areas are included in this manual: (1) Kinematics, (2) Waves, (3) Electricity, and (4) Radiation Phenomena. An index to learning activities is included in the handbook and the appendix presents a list of suggested and necessary apparatus and supplies required to carry out the activities of the handbook. (EB)

ED 097 196

Licensed Optometrists in Alaska 1973.

SE 016 849

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.

Pub Date Sep 73

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Health Personnel, Manpower Needs, \*Occupational Surveys, \*Optometrists, Questionnaires, \*State Surveys, Surveys

Identifiers—\*Alaska

This report presents preliminary findings from a mail survey of all optometrists licensed to practice in the State of Alaska. The survey was conducted in 1973 by the International Association of Boards of Examiners in Optometry as part of a national endeavor to collect data on all optometrists in the United States. Since there was a 100 percent response, the professional characteristics of all of the optometrists in the state are described in the report. Tabulated data show the number of: (1) optometrists in patient care, (2) active optometrists by age and sex, (3) active optometrists by school and year of graduation, (4) optometrists by activity status and age, (5) optometrists by principal form of employment and age, (6) practicing optometrists by years of practice and use of supplementary personnel, (7) practicing optometrists by primary specialty and age, and (8) active optometrists by type of activity and age. A sample questionnaire is included in the report. (EB)

ED 097 197

Licensed Optometrists in North Dakota 1973.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.

Pub Date Jul 73

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Health Personnel, Manpower Needs, \*Occupational Surveys, \*Optometrists, Questionnaires, \*State Surveys, Surveys

Identifiers—\*North Dakota

This report presents preliminary findings from a mail survey of all optometrists licensed to practice in the State of North Dakota. The survey was conducted in 1973 by the International Association of Boards of Examiners in Optometry as part of a national endeavor to collect data on all optometrists in the United States. Approximately 97 percent of the 76 optometrists who were sent questionnaires responded. Thus, the professional characteristics of an overwhelming majority of optometrists are described in the report. Tabulated data show the number of optometrists by: (1) county of primary practice, (2) age and sex, (3) school and year of graduation, (4) activity status and age, (5) principal form of employment and age, (6) years of practice and use of supplementary personnel, (7) primary specialty and age, and (8) type of activity and age. A sample questionnaire is included in the report. (EB)

ED 097 198

Connelly, F. Michael Binns, Richard W.

Logical Reasoning in Science Education [and an Annotated Bibliography].

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Mar 74

Note—48p.; Occasional Paper Series - Science Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—\*Annotated Bibliographies, \*Cognitive Processes, \*Curriculum, Educational Research, Instructional Materials, Learning, Logic, \*Logical Thinking, Philosophy, \*Science Education, Scientific Enterprise

This paper on logical reasoning in science education was written from a philosophical, rather than a psychological, orientation within an overall curricular framework. Six areas are treated within this curricular framework: philosophical consideration, logical structure in a field of enquiry, materials development and evaluation, epistemological characteristics, student development and use of logical reasoning in science, and evaluation-research activity. In each area, selected studies are cited and briefly discussed. Research methodology is stressed throughout the paper. An annotated bibliography intended primarily for the use of researchers in science education is included and consists of materials

from educational and research journals, curriculum project newsletters, and doctoral dissertations. The references are classified according to the six areas of the paper, with those articles found most useful in developing the paper identified by asterisks. (PEB)

**ED 097 199** 88 **SE 018 147**

**Sketches of Local Action Programs for School Environmental Education. Update.**

Project KARE, Blue Bell, Pa.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]  
Note—22p.; For a related document, see ED 063 177

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Action Programs (Community), Educational Programs, \*Elementary Grades, \*Environmental Education, Interdisciplinary Approach, \*Program Descriptions, \*Secondary Grades

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, Project KARE

Twenty elementary and secondary schools from throughout the five-county Southeastern Pennsylvania region were selected from 44 applicant schools to receive grants for Local Action Programs of environmental education. Included in this booklet is a resume of each of these programs. Information specifies program name, school name and address, program leaders, number of students and grade levels, geographic and demographic descriptions of the school, and a synopsis of the program goals and activities. The programs are administered through Project KARE (Knowledgeable Action to Restore our Environment), an ESEA Title III Project. (EB)

**ED 097 200** 88 **SE 018 148**

**Herr, Philip B. And Others**  
**Ecologue/Cambridgeport Project. Final Report.**

Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Dec 72  
Grant—OEG-0-71-4601

Note—103p.  
**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—\*Action Programs (Community), \*Community Action, Community Programs, \*Environmental Education, \*Environmental Research, \*Program Descriptions, Reports

This project was a community environmental education effort undertaken in an urban neighborhood, aimed at enhancing the understanding residents have concerning the social and spatial structure of their neighborhood, and thereby improving their ability to act effectively for environmental change. Nearly 100 residents participated in a four-month program of structured dialogue about the neighborhood utilizing photo-reconnaissance, mapmaking, gaming, and other devices to develop and communicate understandings. The hoped-for diversity of residents was successfully engaged and retained during the project. Included with the description and background of the program, this report describes the methods and procedure used in the three phases of the program, selection, analysis, and community interaction. Results, conclusions and recommendations are reported. (Author/EB)

**ED 097 201** 88 **SE 018 168**

**Braun, Pam And Others**  
**Measurement Unit: Awareness, English Units, Metric Units. Primary.**

South-Western City School District, Grove City, Ohio.

Pub Date [74]  
Note—70p.; Marginal legibility on entire document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS.**

**Descriptors**—Activity Learning, \*Elementary School Mathematics, Mathematics Education, \*Measurement, \*Metric System, \*Objectives, Reference Materials, Teacher Developed Materials, \*Teaching Guides

This is a teacher-developed guide for use with a unit on measurement in the elementary school. Contents are organized under the three main headings of awareness, English units, and metric units. Objectives are stated, accompanied by a description of suggested implementation activities. Also included are the relationship of the activity to a particular area of the curriculum and the type of thinking skill processes involved in the activity. A listing of needed materials and references is given at the end of each section. (LS)

**ED 097 202** 88 **SE 018 169**

**Baker, William E. And Others**  
**Performance Objectives and Criterion Referenced Test Items for Mathematics.**

Duval County School Board, Jacksonville, Fla.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73  
Note—141p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Algebra, \*Behavioral Objectives, \*Criterion Referenced Tests, Geometry, \*Guides, Junior College Students, Mathematics Education, Post Secondary Education, \*Secondary School Mathematics, Technical Mathematics, Tests

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is a catalog of performance objectives and criterion measures covering algebra I, algebra II, geometry, and trigonometry for students planning to take technical mathematics at a junior college.

Broad objectives, specific objectives, and criterion referenced test items are presented by skill and knowledge areas within each of the four courses mentioned. An accuracy level of 70 percent on the criterion measures is suggested. (LS)

**ED 097 203** 88 **SE 018 170**

**Koran, John J., Jr. Wilson, John T.**  
**Research on Mathematic Behavior: Implications for Science Instruction and Learning.**

Pub Date Apr 74  
Note—16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974); Marginal legibility on entire document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS.**

**Descriptors**—Bibliographies, Educational Research, \*Instruction, \*Instructional Improvement, \*Learning Activities, Learning Processes, \*Science Education, Stimulus Behavior, \*Student Behavior

**Identifiers**—\*Mathematic Behavior

The authors present a discussion about activities that learners perform when confronted with instructional stimuli. These activities are classified as mathematic behavior activities. A review of the literature is presented to show various attempts made to optimize learning from various instructional systems. Three groups of hypothetical mathematic behaviors—translation segmentation, and processing—are presented and briefly discussed. A review of specific research findings is presented. Applications of mathematic research and theory to science instruction are described in the paper. A bibliography plus additional references are included in the paper. (EB)

**ED 097 204** 88 **SE 018 178**

**End of Budget Period Reports, Title III, ESEA, 1972-1973.**

North Sacramento School District, Sacramento, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 73  
Note—63p.; Marginal legibility on entire document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS.**

**Descriptors**—Achievement, \*Elementary School Mathematics, Evaluation, \*Individualized Instruction, Instruction, Mathematics Education, Objectives, \*Program Descriptions, \*Program Evaluation, Self Concept, Teacher Aides, Teacher Attitudes

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is the report of a project which sought to determine if the text, MODERN MATH, would provide a basis for an effective individualized mathematics program in grades 1-6. A guide was prepared correlating supplementary materials with the text. Staff workshops were held and teacher aides assisted in the classroom. Results showed a gain in mean student achievement scores at all levels. Student self-concept scores did not increase significantly and there were no significant changes in teacher attitudes. (Author/LS)

**ED 097 205** 88 **SE 018 179**

**Groen, Guy J.**  
**Basic Processes in Simple Problem Solving. Final Report.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0521  
Pub Date Feb 74

Grant—OEG-3-71-0121  
Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Addition, \*Algorithms, \*Elementary School Mathematics, Mathematics Education, Multiple Regression Analysis, Predictor Variables, \*Problem Solving, \*Research, Theories

This paper presents the results of three experiments studying routine problem-solving tasks in simple addition and subtraction. Indications are that children tend to solve such problems by internalized counting procedures which may be learned independently as a consequence of practice in problem solving. Brief descriptions of exploratory studies concerning word problems and sequential rules are also included. (LS)

**ED 097 206** 88 **SE 018 180**

**Selby, Peter H.**  
**Calculus for the Reluctant Learner.**

Pub Date 1 Jan 72  
Note—138p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—\*Calculus, \*College Mathematics, Low Achievers, Mathematics Education, Programmed Instruction, \*Programmed Texts, Self Evaluation, Slow Learners, \*Textbooks

This introductory calculus book was especially written for the average or below average student. Its primary intent is to give an overview of basic concepts. Written in programmed instruction format, it contains reviews and self-tests. (Average/LS)

**ED 097 207** 88 **SE 018 210**

**Maxwell, Fowden G., Ed. Harris, F. A., Ed.**  
**Proceedings of the Summer Institute on Biological Control of Plant Insects and Diseases.**

Pub Date 74  
Note—655p.

Available from—The University Press of Mississippi, 3825 Ridgewood Road, Jackson, MS 39211 (\$12.50)

**EDRS Price MF-\$1.05 HC-\$31.80 PLUS POSTAGE**

**Descriptors**—\*Agricultural Production, Agriculture, Biological Sciences, Biology, \*Entomology, Insecticides, Natural Resources, \*Pesticides, \*Plant Pathology, \*Plant Science

**Identifiers**—Pest Management

This institute, conducted at Mississippi State University, was an outgrowth of the Council of Higher Education in the Agricultural Science's efforts to study the needs and opportunities for the advancement of scientific knowledge in land grant institutions and recommend programs for implementation. The proceedings serve as an information source to those interested in implementing and/or further developing programs concerning pest management. Focusing on the Southern region of the United States, the publication is divided into five parts as follows: Part I, Concepts of Pest Management, includes historical perspectives, ecological principles, approaches to measuring populations and the life system concepts. Part II, Parasites and Predators of Arthropods, consists of statements on such topics as the status of biological control procedures, identification and classification, means to in-

crease natural enemies and selective use of insecticides. Part III discusses biological control of weeds, including aquatic weeds. Part IV, Host Plant Resistance for Control of Plant Pathogens and Insects, includes statements on disease resistance, techniques of breeding for resistance and biochemical bases of resistance of plants. Part V, Insect Pathogens, comprises microbiological discussions including bacteria, viral, protozoan and fungal pathogens. (MLB)

**ED 097 208** SE 018 211  
Patterns and Perspectives in Environmental Science.

National Science Foundation, Washington, D.C.  
National Science Board.

Pub Date 72  
Note—420p.; Supplement to ED 058 046  
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 3800-00147, \$7.30)

**EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE**

Descriptors—\*Climatic Factors, Ecological Factors, \*Ecology, Environment, \*Environmental Influences, Environmental Research, \*Natural Resources, Natural Sciences, \*Scientific Enterprise, Water Resources

Identifiers—\*National Science Board

This report, a supplement to the third annual report of the National Science Board, "Environmental Science, Challenge for the Seventies," contains much of the information and interpretation that formed the basis for the conclusions and recommendations of the annual report. It assembles the views and judgments of leading environmental scientists on a variety of environmental topics in an effort to assess available data, theoretical formulations and the current status of environmental knowledge including the field's potential to respond to society's concern about the environment. Among the specific topics are statements on earthquakes, volcanoes, climate change, the atmosphere-ocean system, storms, precipitation, water resources, aquatic ecosystems, terrestrial ecosystems, contaminants and human adaptation to environmental stress. There is an appendix containing a reprint of the summary and recommendations of the Third Annual Report and a section of selected references. (MLB)

**ED 097 209** SE 018 215  
Animals. Environmental Education Curriculum.

Topeka Public Schools, Kans.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 73  
Note—224p.; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

Descriptors—Animal Behavior, Animal Facilities, \*Biology, \*Curriculum Guides, Ecology, \*Elementary School Science, \*Environmental Education, Instruction, Instructional Materials, Learning Activities, \*Zoology

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The material in this unit is designed to provide upper elementary students with information and experiences to develop a better understanding and appreciation of the variety of animals living today. Unit goals include fostering a better understanding of animals' roles in nature, developing observational skills, facilitating understanding of man's influence on animals, and helping students develop positive attitudes toward animals. Topics include animal biology, effect of climate on animals, zoo animals and endangered species. Evaluation instruments are provided for both cognitive and affective objectives through the use of written pretests and posttests developed for this unit. Appendices provide various teaching aids such as animal diagrams and descriptions, stories and poetry about various animal characteristics, available appropriate slide-tape narrations and films, climate maps and field trip related information. (MLB)

**ED 097 210** SE 018 216  
Environmental Activities. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 74

Note—106p.; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Animal Behavior, Biological Sciences, \*Curriculum Guides, \*Early Childhood Education, \*Elementary School Science, \*Environmental Education, Instruction, Instructional Materials, Learning Activities, Natural Resources, \*Outdoor Education, Primary Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit attempts to respond to societal concerns for the rapid depletion of our world's natural resources, our increasing world population, current pollution problems and the lack of knowledge about natural interdependence. The material is intended as a source from which primary teachers can select activities from five generalized groups as follows: animals; plants; weather; miscellaneous environmental activities such as a rock study, how to use a thermometer, making microscopic slides and discovering dirt; and developing observation skills and using all five senses. Each activity is intended as a separate entry with a general format of stating the activity's objectives, listing materials needed, providing background information and describing the activity. (MLB)

**ED 097 211** SE 018 217  
Enjoying the Environment. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 74

Note—47p.; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Camping, Curriculum Guides, \*Environmental Education, Instruction, Instructional Materials, \*Intermediate Grades, Junior High Schools, \*Leisure Time, Natural Resources, \*Outdoor Education, \*Recreational Activities, Recreational Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Since an increasing number of people today are spending leisure time in the out-of-doors, there is a need to develop society's awareness and understanding of the environment, develop outdoor skills, and stress factors in outdoor activity participation. This unit is designed to provide enough information and skill development to enable educable mentally retarded students at the intermediate and junior high level to successfully participate in some of the popular outdoor activities. Eight topics are included as follows: boating, riflery (BB guns), fire building, fishing, archery, microscope activities focusing on nature studies, tenting and outdoor lab sessions. There is a suggested unit time line for each topic with culminating work involving field experience. Specific schedules are included in each topic area and appendices provide relevant background information, diagrams and appropriate techniques. (MLB)

**ED 097 212** SE 018 218  
Electrical Production and Pollution Control. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 74

Note—120p.; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Conservation Education, \*Curriculum Guides, Electricity, \*Energy, \*Environment, \*Environmental Education, Instruction, Instructional Materials, Learning Activities, Lighting, Natural Resources, \*Secondary School Science, Technology

Identifiers—Electrical Production, Elementary Secondary Education Act Title III, ESEA Title III, \*Pollution Control

Citizen use of our nation's industrial products has led to increased pollution problems and demand for diminishing energy reserves. In an attempt to encourage intelligent cooperation among science, industry, government and all citizens, this unit was developed to introduce secondary science students to the many facets of the electrical production industry. It focuses on one plant—the Lawrence Kansas Power and Light generating station—which provides examples of the machinery used to produce electricity and methods for controlling much of the resulting pollution. The module discusses uses of electricity, problems and solutions of pollution control, economics and the electrical industry, nuclear energy and energy shortages. A suggested time line is provided sequencing events leading to the trip to the plant. Also included are lists and descriptions of materials needed and suggestions of appropriate methodologies and guidelines for the field trip. Appendices include a glossary of terms and patterns for developing relating transparencies. (MLB)

**ED 097 213** SE 018 220  
Plants. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 74

Note—183p.; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—Biological Sciences, \*Botany, \*Curriculum Guides, \*Elementary School Science, \*Environmental Education, Instruction, Instructional Materials, \*Intermediate Grades, Natural Resources, Plant Growth, Plant Identification, Plant Science

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The study of plants is often limited to studying plant structure with little emphasis on the vital role plants play in our natural system and the variety of ways man uses plants. This unit, designed for intermediate level elementary students, reviews basic plant structure, discusses roles of plants in nature's system, illustrates plant adaptations, discusses major plant biomes and examines ways man has utilized plants. Also presented are a variety of activities centered around myths and folklore about plants, poetry about plants and information on state flowers and trees. The unit culminates with a visit to a local conservatory. Suggested time lines, methodologies and evaluative instruments are included. (MLB)

**ED 097 214** SE 018 221  
Geology and Our Environment. Environmental Education Curriculum. Revised.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—68p.; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Conservation Education, \*Curriculum Guides, \*Earth Science, \*Environmental Education, \*Geology, Instruction, Instructional Materials, Natural Resources, \*Secondary School Science, Soil Science

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Rocks, and the soil formed from rock, play a major role in determining such particulars as the type of crops that can be grown in a specific area and the type of housing that can be constructed. Also, rocks may supply fuel and building materials, and provide information about the history of an area. This unit is constructed to expose secondary students to the forces that have determined the topography of an area, data on and field experience in fossil collecting, variance of rocks and fossils in different areas and how this information affects the city dweller's life through such illustrative examples as zoning decisions and considerations in purchasing a home. Teaching aid materials include behavioral objectives of the unit, a suggested time line, suggested methodologies, lists of appropriate films and filmstrips, and suggested evaluative instruments. (MLB)

**ED 097 215** SE 018 222  
**Life - Past, Present and Future. Environmental Education Curriculum. Revised.**  
 Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date Jan 74

Note—137p.; Teacher Paper L, Page 5 omitted; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Biological Sciences, \*Curriculum Guides, Demography, Ecology, \*Environmental Education, Instruction, Instructional Materials, Life Style, \*Population Education, Science Education, \*Secondary School Science

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit attempts to interrelate the traditional biological science studies such as food webs, population changes and ecological succession to form a coherent picture of our world today, the factors that created it and the forces that continue to change it. Designed for use in the secondary schools, it is built around nine films and has seven basic topics: (1) Prehistoric life, the sequence and causes of the changing plant and animal communities; (2) Causes of climatic patterns; (3) Roles of participants in natural communities; (4) Biomes throughout North America; (5) Population; (6) Adaptations; and (7) Man's role in the natural environment. Teaching aid materials include behavioral objectives of the unit, a suggested time line, suggested methodologies, an annotated list of the nine films and suggested evaluative instruments. (MLB)

**ED 097 216** SE 018 223  
**Nutrition and the Growing Population. Environmental Education Curriculum. Revised.**  
 Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 73  
 Note—143p.; Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—Curriculum Guides, Demography, \*Environmental Education, Environmental Influences, \*Health Education, Health Needs, Instruction, Instructional Materials, \*Nutrition, Nutrition Instruction, \*Population Education, \*Secondary School Science

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit attempts to respond to the increasing problems of malnutrition in the United States seemingly related to rising market prices, low quality foods attracting the consumer dollar and the shrinking number of students studying nutrition in our schools. It is designed to enable secondary school students to evaluate food selections, understand the problems connected with malnutrition and consider the effort needed to maintain our present level of nutrition as populations continue to grow. Four basic topics are presented: (1) Basic Nutritional Needs of Humans; (2) Scientific Techniques Used in Determining Nutritional Requirements; (3) Processing, Preservation and Future Supplies of Food; and (4) Prenatal Development and the Role Played by Nutrition. Optional areas are presented including consumer tips and the pet population explosion. The culminating activity is a field trip to a research laboratory specializing in pet and zoo animal nutrition. Teaching aid materials include behavioral objectives of the unit, a suggested time line, appropriate methodologies, suggested equipment and evaluative instruments. (MLB)

**ED 097 217** SE 018 224  
**Water Pollution. Environmental Education Curriculum. Revised.**  
 Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73  
 Note—49p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Conservation Education, \*Curriculum Guides, \*Educable Mentally Handicapped,

\*Environmental Education, Exceptional Child Education, Instruction, Instructional Materials, Learning Activities, Natural Resources, \*Pollution, \*Water Pollution Control, Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Water is one of the most polluted resources in our environment. Since everyone has the same basic need for pure water, it follows that all people should have a basic knowledge of the causes, results and solutions to the water pollution problem. This unit is designed for use with Level II and III educable mentally retarded students to present information on water pollution on the following four topics: (1) The Importance of Clean Water, (2) Sources of Water Pollution, (3) Effects of Water Pollution, and (4) Solutions to Water Pollution. For each topic there are behavioral objectives, student activities and teacher suggestions. The appendix includes teaching aids that can be removed for duplication. (Author/MLB)

**ED 097 218** 88 SE 018 226  
**Vandalism. Environmental Ecological Education Project.**

Parkway School District, Chesterfield, Mo.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [74]  
 Note—183p.; Page 169 missing from document

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—Curriculum Guides, Delinquency Prevention, \*Environmental Education, \*Instructional Materials, \*Junior High School Students, Learning Activities, Social Environment, \*Social Responsibility, Sociocultural Patterns, Teaching Guides, Units of Study (Subject Fields), Values, \*Vandalism

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit is designed to provide junior high school students with an understanding of the problem of vandalism in an effort to instill positive attitudes toward their environment and to increase their awareness of the impact they can have on the quality of the various environments of which they are a part. It traces the historical origin of the term vandalism to the contemporary problem and includes such concepts as: specific values held by vandals, the economic waste resulting from vandalism, and careers related to vandalism. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept and suggested student data sheets. It is particularly designed for use in the junior high school located in the Parkway School Districts in Chesterfield, Missouri. (MLB)

**ED 097 219** 88 SE 018 227  
**Planning for the Future on Spaceship Earth. Environmental Ecological Education Project. Revised.**

Parkway School District, Chesterfield, Mo.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72  
 Note—73p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Conservation Education, Curriculum Guides, \*Ecology, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, \*Intermediate Grades, Learning Activities, Natural Resources, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, designed for upper elementary school students, examines the role of the individual in society in determining the status of the environment. Viewing the earth as an ecosystem, it looks at past and present human events that have influenced the quality of the environment and attempts to provide students with an awareness of the knowledge necessary to plan for the future. Seven general ecological concepts are presented for use with the total group. There is an additional group of concepts that are suggested for individual projects with such topics as: major forms of government, farming methods, educational

changes, and city planning to increase understanding of how these factors influence human life and the environment. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept, suggested student data sheets, and a bibliography of both teacher and student resources. (MLB)

**ED 097 220** 88 SE 018 228  
**Paper. Environmental Ecological Education Project. Revised.**

Parkway School District, Chesterfield, Mo.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72  
 Note—75p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, \*Intermediate Grades, Learning Activities, \*Natural Resources, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Paper Industry

This unit is designed to help the intermediate elementary school student become aware of the history of paper, the papermaking process, the variety of uses and kinds of paper, the economic aspects of the paper industry, and the importance of recycling. It includes 13 major concepts relating to paper, the behavioral objectives and expected student criteria for evaluation of each concept, pretests and posttests, background information (including a list of vocabulary definitions), suggested sequence of activities and appropriate methodologies, a bibliography of student and teacher reference materials, a list of appropriate films, and forms to record individual student data. (MLB)

**ED 097 221** 88 SE 018 229  
**The Living Forest. Environmental Ecological Education Project. Revised.**

Parkway School District, Chesterfield, Mo.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72  
 Note—68p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Biology, \*Conservation Education, \*Curriculum Guides, \*Ecology, Elementary School Science, \*Environmental Education, \*Forestry, Instructional Materials, Intermediate Grades, Learning Activities, Natural Resources, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, designed for intermediate grades of elementary schools, focuses on the living forest by presenting such concepts as succession, forest communities, adaptation, ecological interrelationships, animal populations, the impact of man on forests, and job opportunities in the forest industry. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept, relevant background information, suggested student data sheets, and a bibliography of both student and teacher resources. (MLB)

**ED 097 222** 88 SE 018 230  
**The Farm—Its Function and Future. Environmental Ecological Education Project. Revised.**

Parkway School District, Chesterfield, Mo.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72  
 Note—156p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—\*Agricultural Education, Agriculture, Conservation Education, \*Curriculum Guides, Ecology, \*Environmental Education, Farmers, \*Farm Visits, Instructional Materials, Learning Activities, \*Primary Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, designed for use in the primary grades (K,3), focuses on the farm and its functions. The various aspects of farming are discussed from an ecological and environmental point of view through such topics as soil, plants, animals, machinery, production of food, job opportunities, and the future of the farm. There is also a comparison of the farm and the city and the value systems operating in each of the two environments. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests for each targeted grade level, suggested methodologies and sequence for teaching each concept, relevant background information, suggested field trips, patterns for student worksheets, a list of appropriate films, and a bibliography for additional teacher resources. (MLB)

ED 097 223 SE 018 270

Lucido, Phillip J.

The Development and Testing of Environmental and Societal-Related College General Biology Laboratory Experiences. Final Report. Northwest Missouri State Univ., Maryville.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No.—BR-2-G-012

Pub Date Aug 73

Grant—OEG-7-72-0010(509)

Note—61p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—\*Biology, \*College Science, \*Curriculum Development, Educational Research, \*Environmental Education, Evaluation, \*Instruction, Interdisciplinary Approach, Laboratory Procedures, Science Activities, Science Courses, Science Education  
Identifiers—Research Reports

The purpose of this project was to develop and test the effectiveness of relevant and functional general biology laboratory experiences based on the various media with which the student came in day-to-day contact. The review of the literature pertaining to the development of innovative general biology laboratory procedures for the college level showed a scarcity of new developments. Instruments used included the TOUS test to measure the understanding of the scientific enterprise and attitudes toward science, the Watson-Glaser Critical Thinking Appraisal, and an instructor-written test to test the students' achievement of written behavioral objectives. The report includes procedures used, results of testings, recommendations, and an extensive bibliography of the "innovative labs" that were developed is found in the appendix. The author states that the study indicated that laboratory exercises can be developed that can, at least partially, provide meaningful experiences. (EB)

ED 097 224 SE 018 275

Devaney, Kathleen Thorn, Lorraine

Curriculum Development in Elementary Mathematics: 9 Programs.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—247p.

Available from—Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103, Attention: G. Larrosa (\$7.95)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—\*Curriculum, \*Curriculum Development, \*Elementary School Mathematics, Evaluation, Mathematics Education, Objectives, Program Content, \*Program Descriptions, \*Program Evaluation

The following elementary mathematics curriculum development projects are described in this report: Madison Project, Arithmetic Project for Teachers, Nuffield Project, Individually Prescribed Instruction - Mathematics (IPI), Individualized Mathematics System (IMS), Patterns in Arithmetic (PIA), Minnesota Mathematics and Science Teaching Project (Minnesta), Unified Science and Mathematics for Elementary Schools (USMES), and Developing Mathematical Processes (DMP). A set format is followed for each report to make for easier comparisons of programs. A brief one-page summary of basic information is given at the start of each project re-

port. It includes such items as developer names, publishers, dates, format, content, uniqueness, uses, length, target audience, and aids for teachers. The first major section, Goals and Rationale, spotlights theoretical considerations. The next section discusses content, while the third part is devoted to classroom action, meaning the type of interaction between teacher and students and among students. The fourth section, Implementation, gives details about what a school system need provide in order to use the program and includes costs. The Program Development and Evaluation section includes comments from independent observers as well as from the developers. (LS)

ED 097 225 SE 018 408

Suydam, Marilyn N.

A Categorized Listing of Research on Mathematics Education (K-12) 1964-1973.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Aug 74

Note—364p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$5.75)

EDRS Price MF-\$0.75 HC-\$17.40 PLUS

POSTAGE

Descriptors—\*Bibliographies, Doctoral Theses, Elementary School Mathematics, \*Mathematics Education, \*Research, Secondary School Mathematics, \*Teacher Education  
Identifiers—\*ERIC SMEAC

This categorized listing is intended to help those who want a ready reference to research reports on mathematics education. Citations are made to over 3000 studies appearing in journals published in the United States, in DISSERTATION ABSTRACTS or DISSERTATION ABSTRACTS INTERNATIONAL, or in RESEARCH IN EDUCATION between 1964 and 1973. Entries are organized alphabetically under listings: (1) Articles on Elementary and Secondary School Mathematics (K-12) Research; (2) Dissertations on Elementary and Secondary School Mathematics (K-12) Research; (3) Articles on Mathematics Teacher Education Research; (4) Dissertations on Mathematics Teacher Education Research; (5) Research Listings, Reviews, and Summaries; and (6) Research Reports available through ERIC. The references on each list are not annotated; however, a categorized index is included indicating studies which pertain to a variety of mathematical topics. (DT)

ED 097 226 SE 018 412

Higgins, Jon L., Ed.

Investigations in Mathematics Education, Vol. 7 No. 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 74

Note—61p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00; \$1.75 single copy)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—\*Abstracts, Achievement, Instruction, Learning, Learning Characteristics, \*Mathematics Education, Research, \*Research Reviews (Publications)

Expanded abstracts and critical analyses are given for each of 17 research articles. Six articles are concerned with evaluating methods of instruction, two deal with student achievement in mathematics, one is concerned with classroom interaction and one with class size, four investigate learning and learning hierarchies, and three articles focus on student learning characteristics. Mathematics education research studies reported in October-December 1973 RIE and CUE are also listed. (DT)

ED 097 227 SE 018 439

Wilson, Michael

Three Phase Primary Science. Phase Three Evaluation. Interim Report. Research Report No. 24.

Papua and New Guinea Univ., Port Moresby. Teaching Methods and Materials Centre.

Report No.—RR-24

Pub Date Mar 74

Note—129p.; A related document is ED 091 229

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—\*Course Evaluation, Educational Research, \*Elementary School Science, \*Evaluation, Program Descriptions, Science Education, \*Teaching Methods  
Identifiers—\*New Guinea

This evaluation report is concerned with Phase 3 of the Three Phase Primary Science (TPPS) course piloted in Papua, New Guinea, primary schools in 1969 and which was to be taught in all primary schools in 1973. Phase 1 is a series of activities; Phase 2, a series of simple experiments for the pupils. Phase 3 is a series of more formal experiments involving comparison, measurement, recording of data, simple graphing, voluntary sketching, and reporting. In this report, the entire course is described. Evaluation procedures, instruments employed, informal and formal procedures followed, and a note about the schools involved are presented. Overall results are presented in narrative and tabulated form. Phase 3 lesson analysis, a lesson observation form, examples of school science lessons, and data from schools taking part in the evaluation procedures can be found in the appendixes. (EB)

ED 097 228 SE 018 456

Izzi, John

Metrication, American Style. Backback 41.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 74

Note—50p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50; money must accompany all orders for less than \$5.00 or add \$1.00 for handling)

Document Not Available from EDRS.

Descriptors—Mathematics Education, \*Measurement, \*Metric System, Science Education, Science History

The purpose of this pamphlet is to provide a starting point of information on the metric system for any concerned or interested reader. The material is organized into five brief chapters: Man and Measurement; Learning the Metric System; Progress Report: Education; Recommended Sources; and Metrication, American Style. Appendixes include an explanation of the international system of units (SI), some SI definitions, prefixes used for SI units to form multiples and submultiples, essential metric vocabulary for everyday use, and conversion factors from customary units to metric. (DT)

ED 097 229 SE 018 457

Bell, Marilee Starkey, John D.

The Relationship Between Parent's Education and Performance on Math and Reading Tests.

Pub Date [74]

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Achievement, \*Mathematics, \*Mathematics Education, \*Parent Education, \*Reading Achievement, \*Research

One hundred six freshman students were studied as to their performance on mathematics and reading tests in relation to their parents' education. These tests were local tests and were not based on national norms. Results showed that the mother's education influenced the test performance more than the father's, but both mother's and father's education tended to show relationship between mathematics and reading performance. The relationship between student scores on the reading and the mathematics tests also showed up substantially. (Author/DT)

ED 097 230 SE 018 458

Waits, Bert K. Riner, John W.

A Brief History and Description of CRIMEL—A Curriculum Revision Project Designed to Individualize Instruction in Beginning College Mathematics.

Ohio State Univ., Columbus. Dept. of Mathematics.

Pub Date [74]

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Class Organization, \*College Mathematics, \*Curriculum, \*Instruction, Instructional Media, Mathematics Education, \*Program Descriptions

Details are given of the background and organization of the Curriculum Revision and Instruction in Mathematics at the Elementary Level (CRIMEL) program for undergraduates at The Ohio State University. The first three years of the program are discussed; administrative problems in grouping students for instruction, attempts to use multimedia methods of instruction, and the test-retest program are described. (DT)

**ED 097 231** SE 018 460

Gray, T. Harrison. And Others  
Speed and Accuracy of Addition in Normal Time and Decimal Time Systems.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-66-17

Pub Date Oct 66

Note—37p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Addition, \*Mathematics Education, \*Measurement, Number Systems, \*Research, \*Time

This study compared the efficiency of decimal and sexagesimal, or normal, time systems in the solution of addition problems, using the time required to reach a solution and the number of errors as dependent variables. Twelve adult subjects solved sets of addition problems composed of 8, 16, or 24 digits, using the decimal and sexagesimal time systems. When the conversion process required by the sexagesimal system was included in the analysis, the results clearly showed that addition using the sexagesimal system required significantly more time (1 1/2 to 2 1/2 times as much) and produced significantly more errors (1 1/2 to 3 times as many). When the conversion process required by the sexagesimal system was excluded from the analysis, there was no significant difference between the two time systems on either dependent variable. (Author/DT)

## SO

**ED 097 232** SO 007 668

Wolf, C.P. And Others

Rhode Island 2000. Earthrise Document No. 3 (Draft).

Earthrise, Inc., Providence, R.I.

Pub Date 20 Feb 73

Note—55p.; Graphic material from "The California Tomorrow Plan" and other copyright sources, figures 1, 2, 3, 4, 5, 6, 11, 12, 14, and 15, have been removed and the number of pages in the document revised accordingly.

Available from—Earthrise, P.O. Box 120, Annex Station, Providence, Rhode Island 02901 (\$5.00)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Futures (of Society), Global Approach, \*Planning, Program Descriptions, Simulation, Social Change, Social Development, \*Social Problems, \*Statewide Planning, Systems Approach, \*Trend Analysis, World Problems

Identifiers—Bicentennial, California Tomorrow Plan, Hawaii 2000, Washington 2000

Organizing for the future is the goal of the Year 2000 projects described in this prospectus prepared for the Rhode Island Bicentennial Commission. The prospectus includes a rationale for futures planning and an overview of efforts already underway at all political levels. Descriptions of state level efforts include California's Tomorrow Plan, based on systemized alternatives for California's future; Hawaii 2000 where high level state commitment and citizen participation have inspired other state programs; and Washington 2000 where identification of issues and options in futures problems is the main objective. The proposed Rhode Island project consists of five parts: (1) a model of vital activity at the state level, (2) citizen access to the model through computer and board games, (3) continuous sampling of public opinion, (4) an indicators system for social reporting, and (5) communication of the first four parts. The efforts described with the help of charts and models suggest six steps in a general strategy for accomplishing futures planning at the state level. (JH)

**ED 097 233** SO 007 782

Man and Environment for the Intermediate Grades: A Curriculum Guide for Environmental Studies for Grades 4-8.

National Association for Environmental Education, Miami, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 74

Note—146p.; Materials developed at a Workshop in Environmental Studies (Atlanta, Georgia, July 1973); For a related document, see ED 086 473

Available from—National Association for Environmental Education, 5940 S. W. 73rd Street, Miami, Florida 33143 (\$4.00 each; subject to change on new printing)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—City Planning, \*Curriculum Development, Curriculum Guides, Decision Making, Ecological Factors, \*Environmental Education, Environmental Influences, Futures (of Society), Global Approach, Grade 7, Grade 8, Intermediate Grades, Natural Resources, Population Education, \*Social Sciences, Technology, Urban Studies, Values

This curriculum guide consists of environmental studies modules for grades 4-8. The curriculum, which is organized around major concepts, is intended to serve as a guide for program development and as a framework for compiling and sharing ideas on methods and application on a national basis. Each module may be utilized as an integral part of the entire curriculum, in combination with several of the other units or as an independent element. The following modules for each grade level are included: (1) Values and Environmental Awareness; (2) Environmental Rights and Responsibilities of Individuals and Groups; (3) Dependence of All Things on Each Other and the Environment for Survival; (4) Energy and the Biosphere's System; (5) The City: A Complex Ecosystem Requiring Planning and Resources; (6) The Man-Made Environment and the Quality of Life; (7) Population Dynamics; (8) The Effect of the Rural Ecosystem on Urbanization; (9) Production, Consumption and Recycling-Intelligent Use of Natural Resources; and (10) Decision Making. The five areas discussed for each module are module scheme, content overview of module scheme, concepts to be developed, content organization by grade levels, and program objectives. (Author/RM)

**ED 097 234** SO 007 785

Feeney, Michael J. Wangen, Roger K.

The Student Lawyer. High School Handbook of Minnesota Law.

Minnesota State Bar Association, Minneapolis; Minnesota State Dept. of Education, St. Paul.

Pub Date May 74

Note—283p.

Available from—Social Studies Consultant, Department of Education, St. Paul, Minnesota 55101 (\$2.85 paper copy)

**EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE**

Descriptors—Case Studies, \*Citizenship Responsibility, Civil Liberties, Contracts, Criminal Law, Drug Legislation, Due Process, Equal Protection, Guidelines, Justice, \*Law Instruction, \*Laws, \*Legal Problems, Marriage, Parent Responsibility, Secondary Grades, Social Studies, \*Youth Problems

Identifiers—Civil Law

Student and teacher materials are included in this book on Minnesota laws which directly affect the lives of high school students. The laws are grouped into six broad categories insofar as they are related to major areas of a student's life, i.e., civil law, home, school, marriage, the criminal justice system, and alcohol and drug laws. After introducing the topic to the student, each section presents a pretest, educational objectives for the topic, "mini" case problems, and at least one fairly complicated case story involving several legal questions. Information is also included to clarify the legal questions involved. Teacher's notes, following each topic unit, include responses to self-quizzes and an outline of case studies issues requiring discussion. A teacher's foreword describes the strategies and resources for using the handbook. Information on the availability of a slide show and suggestions for outside research assignments are given. Appendixes on the judicial

systems, due process, and equal protection conclude the handbook. Although geared particularly to the law of Minnesota, this guide could be used in other states. (JH)

**ED 097 235** SO 007 789

Russia [Teachers Guide and Student Readings].

Allegheny County Schools, Pittsburgh, Pa. Intercultural Understanding Project.

Pub Date May 74

Note—125p.

Available from—Intercultural Understanding Project, Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15212 (\$5.00 for student and teacher materials, quantity rates for classes)

**Document Not Available from EDRS.**

Descriptors—\*Area Studies, Class Activities, \*Communism, Course Objectives, \*Cross Cultural Studies, Cultural Awareness, Foreign Culture, \*Human Geography, Secondary Education, \*Social Studies, Teaching Methods

Identifiers—\*Union of Soviet Socialist Republics

This teaching unit, one of a series of curriculum guides on different world areas for use at the secondary level, treats the culture and history of Russia, oftentimes comparing it with that of the United States. Major teaching objectives are to have students compare and contrast basic geographic, cultural, and historical information on Russia and the United States; name several geographic factors that have played an important role in Russian history; identify causes of the Russian revolution, analyze the philosophies of some Russian leaders; and recognize the degree to which the Communist Party controls the Soviet government. Teaching strategies suggested include small group projects, readings, classroom discussion and reports, debates, games, and field trips. Lessons on the following topics are provided: (1) geographic overview of Russia, (2) life in Russia, (3) early history and exploration, (4) how the Bolsheviks gained control and the meaning of Marxism, (5) communism and government in Russia. Rationale, teaching objectives, teacher background reading material, and suggested class activities are provided in the teacher's manual for each lesson. Student readings and other resource materials are included in a separate booklet. The series of guides on world cultures include these titles: American Teenage Subculture, Africa, Japan, Latin America, Scandinavia, the Middle East Crisis, and Inquiry and Discovery. Write to the Intercultural Understanding Project for further information. (Author/RM)

**ED 097 236** SO 007 790

Kownslar, Allan O., Ed.

Teaching American History: The Quest for Relevancy. NCSS 44th Yearbook 1974.

National Council for the Social Studies, Washington, D.C.

Pub Date 74

Note—249p.

Available from—National Council for the Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036 (\$8.25-clothbound; \$6.95-paperbound)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Civil War (United States), \*Curriculum Development, \*Educational Innovation, Environmental Education, Futures (of Society), Inquiry Training, Lesson Plans, Minority Groups, Objectives, \*Relevance (Education), Resource Materials, \*Social Studies, Teacher Education, Teaching Methods, \*United States History, Urban Studies

This 44th yearbook of the National Council for the Social Studies offers the elementary and secondary classroom teacher practical ideas on how to teach United States history. Intended to help teachers apply theory and objectives in the classroom, the book consists of specific class-tested lessons which focus on how a study of the American past might be made more relevant in meeting the needs of students today. The yearbook is arranged in three major sections. Part 1 is a rationale for why the teaching of United States history should remain a vital part of the quest for relevancy within the school curriculum. Part 2 concentrates on how students can begin to better understand the nature of the discipline of history and how the teaching of history can assist students in further developing a mode of inquiry, concepts, a sense of empathy, and ways for dealing with suspected myths and stereotypes. Eight

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sample lessons are included. Part 3 focuses on how historical topics can be expressly utilized to assist students in coping with issues which may arise in the future. Three sample lessons are included in this section. Major objectives, teaching suggestions, and student and teacher resource materials are provided for each lesson plan. (Author/RM)

**ED 097 237** SO 007 794  
Falk, William W. Cosby, Arthur G.  
Women and the Status Attainment Process: A Working Paper.

Spons Agency—Texas A and M Univ., College Station, Texas Agricultural Experiment Station. Pub Date 74

Note—24p.; A paper presented at the annual meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Behavioral Science Research, Career Choice, Employment Patterns, \*Females, Goal Orientation, Life Style, Occupational Aspiration, \*Occupational Choice, Sex Discrimination, Sex Stereotypes, Socioeconomic Status, \*Sociology, \*Status, Status Need, Vocational Development, \*Working Women

Sociologists have long been interested in the area of status attainment but have begun only recently to specifically focus upon the status attainment of women. New approaches are needed for further research. A review of major occupational choice theories shows that they are constructed for primarily male populations and thus are inadequate in their handling of factors which may influence the occupational choices of women. There are more developmental stages for women, with a relatively greater complexity of factors operating within any given stage. Some of the more critical contingencies which affect the occupational choice and status attainment of women are marital plans, fertility plans, residential plans, mother's and father's education and occupation, family finances, presence of discriminatory laws or hiring guidelines, internal motivation, husband's occupational expectation, desire for a working career as opposed to being a housewife, perception of the kinds of jobs that are appropriate for women, the influence of parents and peers, and presence of male siblings. (Author/DE)

**ED 097 238** SO 007 795  
Saad, Geti, Comp.

Selected Bibliography and Abstracts of Education Materials in Pakistan; Vol. 7, No. 2, 1973. Period Covered, April-June 1973.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 73  
Note—58p.; Ed 086 579 and ED 095 074 are related documents

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Curriculum Development, \*Educational Administration, Educational Objectives, \*Educational Policy, \*Educational Research, Teacher Education, Teaching Methods, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 105 entries of selected, educationally oriented materials from Pakistani journals, newspapers, and government publications. The materials are organized into 29 categories: administration, organization, and financing of education; adult education; art education; childhood education; curriculum; development of education; education goals, planning, and reforms; elementary and secondary education; examinations; extra curricular activities; higher education; Islamic education; language teaching; libraries; literacy; philosophy of education; professional education; psychology; sociology; students' problems; teacher education; teachers; teaching methods and media; technical education; women's education; general; and textbooks (special section). An index of writers completes the bibliography. (JH)

**ED 097 239** SO 007 797  
Social Sciences and the Sixth Form—An Approach Through Integration. Schools Council Pamphlet No. 11.

Schools Council, London (England).

Pub Date 73

Note—80p.

Available from—Copies available free, while supplies last, on application to the Central Despatch Section, Schools Council, 160 Great Portland Street, London W1N 6LL

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Affective Objectives, \*Comparative Education, Conference Reports, \*Course Organization, \*Curriculum Development, Higher Education, Inductive Methods, Inquiry Training, \*Integrated Curriculum, Intellectual Disciplines, Interdisciplinary Approach, Secondary Education, \*Social Sciences, Teaching Methods, Testing

Identifiers—Great Britain

The task of a conference on social science education in the sixth form was to explore the problems and possibilities of establishing an integrated social science course. Conference papers and discussion deal with the nature of the social science disciplines and the meaning of their integration; the principles—knowledge, skills, problems, concepts, and methods—on which integration would be based; and the problems of implementation. An introductory paper presents "The Case for Integration." The nature and logic of integration are discussed in case studies from a secondary school, university, and college for further education. Implications of curriculum change for the education of intended teachers and in the instance of an integrated curricula at one college are discussed. Recommendations from discussion groups are summarized and put into the perspective of three considerations: (1) inquiry at the senior level is a new method of instruction, one usually reserved for primary school; (2) little is known about how to teach the elusive and explosive content of the social sciences; and (3) affective learning on such topics requires careful handling. (JH)

**ED 097 240** SO 007 798

The Fourth and Fifth Years: Patterns of Organization in Two Secondary Schools. Schools Council Pamphlet No. 13.

Schools Council, London (England).

Pub Date 74

Note—42p.

Available from—Copies are available free, while supplies last, on application to the Central Despatch Section, Schools Council, 160 Great Portland Street, London W1N 6LL

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Ability Grouping, Case Studies, \*Comparative Education, \*Comprehensive High Schools, Curriculum Design, Educational Guidance, \*Educational Objectives, Governance, Grouping (Instructional Purposes), Heterogeneous Grouping, Instructional Program Divisions, \*School Organization, \*Secondary Education, Student Needs

Identifiers—Great Britain

The aim of the pamphlet is to consider, against the background of the school as a whole and the community which it serves, the academic and pastoral needs of 14- to 16-year-old pupils and the curricular opportunities provided to meet them. Two case studies of relatively large secondary schools are presented because many teachers are working for the first time in such schools. General points relating to organization are the formulation of aims and objectives of a school; decision making with respect to organizational strategies and priorities; and curricular organizational patterns. In the case studies each analysis considers the school's background and objectives; education prior to fourth and fifth years; preparation for curricular specialization; the nature of fourth- and fifth-year courses; balance of curriculum; opportunities for the less academically interested; organization of courses; staffing; education at ages 16 to 19; and organization for change. A list of questions pertinent to the two case studies summarizes a number of issues of particular significance within the two schools. (JH)

**ED 097 241** SO 007 800

Checklist for Selecting and Evaluating U.S. History Textbooks.

National Education Association, Washington, D.C.

Pub Date 73

Note—14p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$0.50)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Content Analysis, Cultural Pluralism, Educational Change, Ethnic Stereotypes, \*Evaluation Criteria, Guidelines, History Textbooks, Minority Groups, \*Multicultural Textbooks, Sex Stereotypes, Textbook Bias, Textbook Content, \*Textbook Evaluation, Textbooks, \*Textbook Selection, \*United States History

In order to improve the treatment of minorities in United States history textbooks, the National Education Association has developed guidelines for evaluating multiethnic materials. According to the guidelines, textbooks should portray cultural pluralism as a value to respect; present sexual, racial, religious, and ethnic groups in such a way as to build mutual understanding; help students to appreciate contributions to our history by members of various ethnic groups and women; and foster the impression of equal worthiness of all groups. In examining interactions among groups, United States history textbooks should describe and examine both historical and contemporary forces and conditions which operate to the disadvantage and advantage of minority groups and women. They should analyze intergroup tension and conflict fairly and objectively, with emphasis on resolving social problems, and lead students to comprehend and fulfill their duties and responsibilities as citizens in a pluralistic democracy. The checklist is intended to apply to both older and newer textbooks and can be used by textbook writers, editors, teachers, parent groups, textbook selection committees, and students. (Author/DE)

**ED 097 242** SO 007 801

Carter, Larry G.

Teacher Attitudes Toward Education and the Ratings Given to Selected Behavioral Objectives. Pub Date 74

Note—137p.; Material based on the author's doctoral thesis from the University of Michigan: "The Relationship Between Teacher Attitudes Toward Education and Teacher Ratings of Selected Behavioral Objectives for Elementary Social Studies"

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Affective Objectives, \*Behavioral Objectives, Cognitive Objectives, Educational Objectives, Educational Philosophy, Educational Research, \*Effective Teaching, Elementary Education, Inservice Teacher Education, Progressive Education, Social Studies, \*Student Development, \*Teacher Attitudes, Teacher Education

Identifiers—Traditionalism

The purpose of this study is to investigate the relationships between the two basic factors, progressivism and traditionalism, that underlie attitudes toward education and the range of behavioral objectives which teachers consider important for student achievement. The research involves a measure of teacher attitudes toward education and a valuation of behavioral objectives in both cognitive and affective domains representing all levels of those objectives in the social studies. One hundred and forty fourth, fifth, and sixth grade teachers in Michigan, interested in the use of behavioral objectives, participated. Analysis of the data suggests that (1) a significant relationship exists between a progressive attitude toward education and a high valuation for the highest level affective behavior; (2) there is little evidence of a strong relationship between attitude and valuations in the cognitive domain; and (3) a positive relationship exists between a progressive attitude and a greater number of graduate hours in social studies. Implications for inservice training of teachers should be drawn by those interested in implementing objectives in the affective domain. (JH)

**ED 097 243** SO 007 803

Vuicich, George Stoltman, Joseph  
Geography in Elementary and Secondary Education: Tradition to Opportunity.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date 74

Note—77p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder CO 80302 (Order SSEC-Pub-171, \$2.25)  
EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

**Descriptors**—Conflict Resolution, \*Curriculum Development, \*Decision Making, \*Educational Trends, Elementary Grades, Geographic Concepts, \*Geography Instruction, Historical Reviews, Human Geography, Models, Physical Geography, Problem Solving, Process Education, Relevance (Education), Secondary Grades, Social Studies, \*Values  
**Identifiers**—High School Geography, Locational Analysis

This paper on the pre-college teaching of geography documents the teaching of geography in the United States from 1800 to the present and projects it into the future. Analyses of how views on physical, regional, and human geography have affected the elementary and secondary curricula and a history of the incorporation of geography into the social studies curriculum in the 1940's are included. In the sixties, the High School Geography Project (HSGP) and various elementary level projects shaped elementary and secondary geography into an interdisciplinary and conceptually oriented subject with emphases in affective learning and urban studies. Critical elements for geography education envisioned for the future are decision making, valuing, and resolving conflict. Traditional tools for locational analysis applied to these elements will validate geography's importance in the curriculum. Conceptual models for these processes and specific examples of their application—deciding whether to build the Alaska pipeline, investigating the values behind locating a parking lot, and resolving a conflict over the location of the future settlement of Jamestown—are included in the document provide direction for teaching the geography of the future. An annotated bibliography on geography and the teaching of geography is also included. (JH)

ED 097 244 SO 007 804  
Seifman, Eli

**Structured Field-Based Experiences for a Social Studies Secondary Teacher Certification Program. Occasional Paper Series No. 74-5.**  
State Univ. of New York, Stony Brook. American Historical Association Education Project.  
Pub Date 74  
Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—\*Accountability, \*Field Experience Programs, Higher Education, Inquiry Training, Interinstitutional Cooperation, Observation, \*Performance Based Teacher Education, Professional Training, \*Social Studies, \*Teacher Certification, Teacher Education, Tutoring

In 1972, new goals in teacher education and certification, based on performance or competency-based teacher certification, required the redesigning of New York state certification programs. Modifications in 1943 and 1963 had already required a fifth year of graduate study and supervised student teaching, usually as a culminating experience, for certification. At the university campus at Stony Brook the new program, which is both competency- and field-based, contains an introductory course with structured field-based experiences. In the spirit of accountability and public sharing, the substance of this course is presented in this overview of course content and components and collection of 14 field-based investigations. The course covers social studies as a subject taught in the secondary schools, particularly the curricular materials, teaching strategies, learning activities, and modes of evaluation used in secondary instruction. Teacher education students choose five field-based investigations which include observation, participation, tutoring, and possibly micro-teaching in order to integrate clinical experience with the theoretical understandings gained through the other course components of individualized reading, directed activities, and an independent project. (JH)

ED 097 245 SO 007 805  
Doyle, Nancy  
**Woman's Changing Place: A Look at Sexism.**  
Public Affairs Pamphlet Number 509.  
Public Affairs Committee, Inc., New York, N.Y.  
Pub Date Jun 74

Note—28p.

Available from—Public Affairs Pamphlets, 381 Park Ave. South, New York, New York, 10016 (1-3 copies, \$0.35 each; quantity discounts)

**Document Not Available from EDRS.**

**Descriptors**—Early Childhood Education, \*Educational Change, Elementary Education, Equal Opportunities (Jobs), \*Feminism, Mass Media, Minority Groups, Religion, Secondary Education, \*Sex Discrimination, \*Sex Stereotypes, Textbook Evaluation, Toys, \*Womens Studies  
This Public Affairs Pamphlet reviews how early childhood conditioning, education, religion, sports, business and finance, and mass media limit women's development and opportunities and, further, how women are working to effect change in their own lives and in society. The following are briefly discussed: (1) efforts being made by child care centers and schools to break down artificial sex barriers; (2) reports issued by the National Organization for Women on sex bias in public schools; (3) stereotyping in textbooks and toys; (4) how women react to success; (5) equal opportunities and pay for women; (6) the plight of the minority woman; (7) how aging affects women; (8) the role played by mass-media in shaping woman's image; (9) women in competitive sports; (10) sexism in religion; and (11) men's liberation. A bibliography of books for further study is included. (Author/RM)

ED 097 246 SO 007 806

Boulding, Elise Passmore, J. Robert

**Bibliography on World Conflict and Peace.**

American Sociological Association, Washington, D.C.; Consortium on Peace Research, Education, and Development, Boulder, Colo.

Pub Date Aug 74

Note—82p.

Available from—Bibliography Project, c/o Dorothy Carson, Institute of Behavioral Science, University of Colorado, Boulder, Colorado 80302 (\$2.50; make checks payable to Boulding Projects Fund)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

**Descriptors**—Bibliographies, \*Conflict Resolution, Development, Disarmament, Environment, \*Futures (of Society), \*Global Approach, Instructional Materials, International Education, International Law, International Organizations, \*Peace, Political Science, Social Action, Systems Approach, \*World Affairs  
**Identifiers**—\*Nonviolence

This bibliography is compiled primarily in response to the needs of teachers and students in the new field of conflict and peace studies, defined as the analysis of the characteristics of the total world social system which make peace more probable. The introduction includes some suggestions on how to use the bibliography, sources of literature on war/peace studies, and a request to users for criticisms and suggestions. Books, monographs, research reports, journal articles, or educational materials were included when they were: (1) related to conflict management at every social level, (2) relevant to non-violence, and (3) classic statements in an academic specialization, such as foreign policy studies when of particular significance for conflict studies. A subject guide to the main categories of the bibliography lists 18 major topics with various numbered subdivisions. The main body of the bibliography lists citations by author and keys them to the topic subdivisions. Lists of collections, annuals, and series, of periodicals and serials, and of bibliographies and abstracts complete the guide. (JH)

ED 097 247 SO 007 808

Kilbride, Philip L.

**An Investigation of the Relationship Between Infant Sensori-Motor Development and Informal Education Among the Baganda of Uganda. Final Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-0634

Pub Date 72

Grant—OEG-0-72-4632

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—Bantu Languages, Behavioral Science Research, \*Cross Cultural Studies, \*Cultural Differences, Cultural Environment, Cultural Factors, Environmental Influences, \*Individual Development, \*Infancy, \*Infant

Behavior, Motor Development, Perceptual Development  
**Identifiers**—Luganda, Uganda

Research was undertaken to determine what informal education practices lend themselves to the precocity in sensorimotor development noted among Baganda infants in Uganda, relative to their American white and black counterparts. With the assistance of a Muganda midwife/nurse a prenatal questionnaire was answered by women visiting antenatal clinics in Kampala. Twelve of the mothers and their infants had participated in formal and informal observation, filmings, and tapings on a monthly basis. Additional information on infancy and on the practice of geography, soil eating, was obtained in interviews with the fathers, mothers, a traditional herbalist, and others. The report deals specifically with the comparative results on the Bayley Scale of Infant Mental Development and suggests that early culturally constituted experiences consisting of formal training in sitting behavior and positive and continual emphasis on a smiling social demeanor are related to precocious infant performances. Data tables, questionnaires in English and Luganda, and a bibliography conclude the report. (JH)

ED 097 248 SO 007 809

**Population of the United States, Trends and Prospects: 1950-1990. Series P-23, No. 49.**

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Pub Date May 74

Note—226p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

**Descriptors**—\*American Culture, Birth Rate, \*Census Figures, Death, Employment Patterns, Enrollment, Ethnic Distribution, Futures (of Society), Human Geography, \*Human Living, Marriage, Migration, \*National Demography, Population Distribution, \*Population Trends, School Demography, Sociocultural Patterns, Socioeconomic Influences

**Identifiers**—World Population Conference

This document, one of the series of United States Current Population Reports, is also a part of a series of "country statements," prepared as background material for the World Population Conference held in August 1974, which describe the demographic situations of approximately 57 cooperating countries. The population situation is presented as a matrix of interrelated elements, reflecting an awareness of the close relationship between social and economic development and population trends. The document is divided into six chapters: (1) Population Growth—an overview; (2) Components of Population Growth—birth, death, and migration; (3) Population Composition—age and sex structure; marital status; families, households, and living arrangements; literacy, education, and school enrollment; and national origin, race, and religion; (4) Population Distribution and Internal Migration; (5) The Labor Force—social and demographic characteristics and breakdowns by occupation, industry, and income; (6) Demographic Projections of the above elements of population; and (7) Summary and Socioeconomic Implications of the population trends. A bibliography concludes the document. (JH)

ED 097 249 SO 007 810

**The Rights of Children. Harvard Educational Review Reprint No. 9.**

Pub Date 74

Note—391p.

Available from—Harvard Educational Review, Longfellow Hall, 13 Apian Way, Cambridge, Massachusetts 02138 (\$12.00 hardcopy, \$6.50 paper)

Journal Cit—Harvard Education Review; v43 n4 and v44 n1 1973-1974

**Document Not Available from EDRS.**

**Descriptors**—Ability Grouping, Book Reviews, \*Child Advocacy, Child Care, \*Childhood Needs, Children, \*Child Welfare, \*Civil Liberties, Corrective Institutions, Delinquency, Family Role, Social Attitudes, \*Student Rights  
This collection of articles describes the institutions, policies, and professionals that shape, curtail, and delineate children's lives. The basic premise underlying the discussion is that children are equal persons under the law with rights, as

opposed to needs, which connote dependency. The collection is divided into three main parts dealing with the following topics: (1) children and the law and the philosophic justifications for the rights of children; (2) advocacy for children, considering the balance between the interest of the state, the family, and the child in four articles; (3) various social agencies and the impact of their policies on children. Such policies deal with juvenile justice, foster care, child abuse, classification of students, amphetamines and children, radical correctional reform, and the mislabelling of children as mental retardates. Book reviews covering the history of children in America, child care, marriage, parenthood, family, and student rights complete the collection. (JH)

ED 097 250 SO 007 811  
Social Studies Skills Evaluation Project, 1973-4.

Tazewell County Public Schools, Va.  
Spons Agency—Virginia State Dept. of Education, Richmond.

Pub Date [74]

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—Basic Skills, Educational Research, Feedback, Pretests, Secondary School Students, \*Skill Development, \*Skills, \*Social Studies, \*Student Improvement, Tables (Data), Test Results

A project to upgrade social studies skills of secondary students in a county school system was conducted during the 1973-74 academic year. Classes of students were assigned to experimental and control groups in grades 7-8, grades 9-10, and grades 11-12. In the fall 2,000 students were administered a social studies skills pretest. Tests of students in the experimental group were returned to teachers with instructions to use them for instructional purposes while students in the control group were not given any feedback. In the spring, all students were posttested with a parallel form of the pretest and scores were compiled. The information analyzed does not make a clear case for the efficacy of the treatment to provide for increased social studies skills for high school students. The results concerning the efficiency of the use of tests as teaching devices on the grounds of the "feedback" principle are inconclusive. Skills tested at each grade are listed and copies of pre- and posttests for each level are included in the appendixes along with the copies of the posttest instruments and the resulting scores. (Author/KSM)

ED 097 251 SO 007 812

Kazamias, Andreas M.

Education and Modernization in Greece.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1111

Contract—OEC-1-7-1111-5232

Note—254p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS  
POSTAGE

Descriptors—\*Comparative Education, Cultural Background, \*Educational Development, \*Educational History, Greek, \*Modern History, Political Influences, Relevance (Education), Social Influences, Traditional Schools

Identifiers—\*Greece, Modernization

This history of Greek education traces the path of modernization from the emergence of Greece as an independent state in the early 1800's up to the present date. Educational philosophy and content are seen as pawns in the social and political struggles of those years. Detailed coverage of the historical events describes the structure of education as it has evolved and the battles that brought about a popular, practical aspect to curricula. In this struggle the use of demotic or popular Greek is a real as well as symbolic issue. The slow progress of modernization, impeded most recently by the 1967 military takeover is described as the result of Greek pride in a cultural heritage embodied in traditional, classical education. Reforms achieved in 1964 are seen as indications of what may come with time. Greek terms are used throughout the history and are defined in a glossary at the end. (JH)

ED 097 252 SO 007 813

Manis, Jerome G. And Others

The Urban Community as Laboratory: A Manual for a Graduate Seminar on Social Problems.

Western Michigan Univ., Kalamazoo. Center for Sociological Research.

Pub Date 73

Note—36p.

Available from—Center for Sociological Research  
Western Michigan Univ., Kalamazoo, Michigan  
49001 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Community Study, Course Descriptions, Course Objectives, Data Analysis, Data Collection, Graduate Study, Guidelines, \*Local Issues, Research Methodology, Seminars, \*Social Problems, \*Sociology, \*Urban Studies

A manual is presented which provides a common, preliminary frame of reference for seminar participants who desire to develop procedures for studying major social problems through the use of the urban community as a laboratory. Broadly, the seminar concentrates upon providing access to data and facilitation data collection and analyses. Although designed primarily for seminar study of the local community as a laboratory, the manual also considers its possible application to other communities and universities. Seminar participants include project staff, key community professionals, enrolled sociology graduate students, and invited guests. Contents of the manual include a rationale for the seminar, the concept of the urban community as a laboratory, specifying urban social problems, objectives of seminar participants, seminar guidelines, research logistics, and the format of the seminar. An appendix contains a list of proposed research topics. (Author/KSM)

ED 097 253 SO 007 814

Hollister, Bernard C.

Another Tomorrow: A Science Fiction Anthology with Teacher's Guide.

Pub Date 74

Note—149p.; Ed 084 554 is a related document  
Available from—Pflaum Publishing, 2285 Arbor  
Blvd., Dayton, Ohio 45439 (\$2.85 anthology  
and \$2.00 teacher's guide)

Document Not Available from EDRS.

Descriptors—\*Creative Thinking, \*Futures (of Society), Interdisciplinary Approach, Moral Values, Planning, Prediction, \*Science Fiction, Secondary Grades, Social Change, \*Social Problems, \*Social Studies, Social Values, Teaching Guides, Technological Advancement

Identifiers—Values Education  
Fourteen science fiction stories are collected and arranged under the themes, MarsAmerica, Progress, Machine, Society, and Weapons. These stories make statements about the present as well as the future and allow students to confront that future before it overtakes them. The purpose of the anthology is to prepare students for the different tomorrows that they might confront and to motivate them toward creative insights for probing our contemporary situation for social problems of the future. The teacher's guide contains an introduction to each story emphasizing its particular theme, for instance attitudes toward the state and dependence on machines, and provides questions for discussion among teachers and students and activities, such as writing science fiction. The guide also includes an annotated list of resources in science fiction, while the student anthology includes an annotated bibliography arranged according to the major themes of the anthology. (JH)

ED 097 254 SO 007 815

Hawes, Leonard C.

The Analysis of Decision-Making in Small Groups.  
Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Center for Educational

Research and Development (DHEW/OE),  
Washington, D.C.

Pub Date Oct 73

Grant—OEG-0-72-4520

Note—66p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—\*Committees, Communication (Thought Transfer), Data Analysis, \*Decision Making, Faculty, \*Group Dynamics, Higher Education, \*Models, Student Role, Video Tape Recordings

This paper reports a study of committee decision processes. Two established university com-

mittees, one established departmental committee, and four student ad hoc committees were investigated. Sixteen meetings were videotaped, transcribed, coded, and analyzed. A general systems model was used to conceptualize the decision process and the stochastic theory of Markov chains was used to operationalize the concept of decision making. Five research questions were posed and thirty-five major hypotheses were tested to provide answers. The questions concerned the stability of the transition probabilities from various speaker-mode states and communicative function states during the decision processes. Results indicated that in committees with a majority of faculty members, students initiated the fewest proposals of all members. But in the student ad hoc committees, more proposals were initiated than in the established committees with faculty membership and a faculty chairperson. (Author)

ED 097 255 SO 007 816

McGee, Leo

A Study of the Types of Adult Education Existing in America for the Black Man 1860-1880. Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-E-049

Pub Date Jun 73

Grant—OEG-5-72-0041

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—\*Adult Education, Culturally Disadvantaged, \*Educational History, Educational Research, Educational Strategies, Higher Education, \*Negroes, \*Negro History, Racial Discrimination, Reconstruction Era, \*United States History

A critical review of traditional publications on the history of American education reveals an exclusion of the participation and contribution of blacks. This study covers the 20-year period during which the acquisition of an education was deemed by blacks as the most significant element for their survival as independent and productive citizens. Data for the study are gathered at national and state archives, research centers, and numerous predominantly black and white institutions of higher education. A few of the topics of analysis are the extent to which the black man assisted in providing education for members of his race; the individuals and groups which provided education for the black adult and the methods utilized; the success of groups in opposition to the education of blacks; and the political, social, and economic reasons that generated efforts toward education of the black man. The data supports the conclusion that concerted efforts were made by blacks and benevolent whites to provide continuity in educational activities and ultimately to develop a viable education system. While education for black adults was initially rudimentary in nature, institutions of higher learning that were incipient during this period were invaluable to blacks in their acquisition of technical skills. (Author/KSM)

ED 097 256 SO 007 819

Brislin, Robert W., Ed.

Topics in Cultural Learning, Volume 2, 1974.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 74

Note—148p.; Volume one is ED 085 294

Available from—Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (free)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS  
POSTAGE

Descriptors—\*Biculturalism, Bilingualism, \*Cross Cultural Training, \*Cultural Awareness, \*Cultural Education, Cultural Pluralism, \*Educational Anthropology, Ethnology, Exchange Programs, International Programs, Language Instruction, Sociocultural Patterns, Teacher Education

The twelve papers included in this second volume of Topics in Culture are related to the Institute's four areas of research interest: cultural identity, cultures in contact, language in culture, and thought and expression in cultural learning. The articles also examine one or more of four themes which transcend the four research areas: learning one's own culture, learning about

another culture, formal educational programs in culture learning programs. The first theme is represented by a survey of cross-cultural research, analysis of which gives insights into one's own culture. Next, four papers on learning about another culture provide specific criteria and examples of such learning, for instance, when to use first names and nicknames. In the third topic, four papers discuss programs to preserve cultures, especially with respect to their indigenous languages and intellectual manpower. The several papers on the fourth topic of issues in culture learning discuss the politics of cultural pluralism, the effect of participation in bicultural education, and the motives of people engaged in bilingual-bicultural programs. (JH)

ED 097 257 SO 007 821

Maynard, Richard A.  
**The Black Man on Film: Racial Stereotyping.**

Hayden Film Attitudes and Issues Series.

Pub Date 74

Note—134p.

Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$3.50)

Document Not Available from EDRS.

Descriptors—\*African American Studies, African Culture, African History, Discriminatory Attitudes (Social), \*Films, \*Film Study, Higher Education, \*Mass Media, Political Socialization, Propaganda, Racial Discrimination, Secondary Education, \*Social Attitudes, Stereotypes

Motion pictures have long been recognized as a mirror of society's values and attitudes, and for motivational and impression-making impact they are unsurpassed. The Hayden Film Attitudes and Issues Series is based on the teacher's source book, the Celluloid Curriculum: How to Use Movies in the Classroom. This series presents written sources suggested in the teacher's source book for use by secondary and college level students. Teaching strategies include readings, viewing of films, and classroom discussions. The series consists of the following four unit books: *The Black Man on Film: Racial Stereotyping*; *Africa on Film: Myth and Reality*; *The American West on Film: Myth and Reality*; and *Propaganda on Film: A Nation at War*. Each book contains background reading, synopses of films discussed, stills of particularly meaningful scenes, and questions with which to stimulate classroom discussion. Annotated filmographies are included. (Author/RM)

ED 097 258 SO 007 823

Turner, Mary Jane  
**Preparing to Teach Political Science: Sources and Approaches.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date 74

Note—34p.; A related document is SO 007 545 Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (Order SSEC-Pub-170, \$1.70)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—American Government (Course), Annotated Bibliographies, Change Agents, Civics, Democracy, \*Educational Improvement, Foreign Relations, Law Instruction, \*Political Science, Resource Materials, Secondary Education, \*Social Sciences, \*Social Studies

This paper, one of a series which present materials that should be useful for precollegiate teaching of the social science disciplines, provides resources for the use of secondary teachers of political science, problems of democracy, comparative political systems, and international relations. The author believes that classroom teachers are the key to improvement in social studies education. The major goal of the paper is to give practical suggestions to teachers for obtaining and using resources to improve political science instruction. Among the topics discussed are the following: (1) approaches to the study of political phenomena; (2) curriculum materials reflecting discipline approaches; (3) approaches based on salient features of political life; (4) curriculum materials using salient features approaches; (5) ways to restructure existing course structures; and (6) general resources for the teacher. (Author/RM)

ED 097 259 SO 007 824

Urban Studies: A Conceptual Framework with Related Materials and Activities for a Study of Man and His Urban Environment.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Pub Date 74

Note—157p.

Available from—Secondary Social Studies, Milwaukee Public Schools, P.O. Draw K10, Milwaukee WI 53201 (\$1.00 handling fee)

Document Not Available from EDRS.

Descriptors—City Government, City Planning, \*City Problems, \*Environmental Education, Futures (of Society), \*Human Geography, Inquiry Training, Interdisciplinary Approach, Land Use, Pollution, Population Trends, Problem Solving, Secondary Grades, \*Social Problems, Social Studies Units, Transportation, \*Urban Studies

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III

The urban studies guide has been developed to give young people insights into the problems of city living in support of the concept that a healthy environment is necessary for healthy human beings. The objectives and role of social studies and the demands of an interdisciplinary, open-ended, urban studies course, requiring a problem-solving and valuing approach to teaching, are discussed. The guide is arranged under seven major generalizations: 1) The Process of Urbanization, 2) Form and Structure in Urban Areas, 3) Transportation and Communication in the Urban Setting, 4) The Impact of Human Groups on the Urban Environment, 5) Governmental Institutions and Urban Management, 6) Planning for Future Urban Development, and 7) Urban Areas Throughout the World. Audiovisual and print media, student activities and learning packets, some of which are included in the guide, are keyed to subgeneralizations within the framework. A teacher's bibliography, suggestions for focusing and vitalizing an urban studies course through use of the local newspaper, and a statement on teacher certification for an urban studies course complete the guide. (JH)

ED 097 260 SO 007 825

Alger, Chadwick

**Inventories of Facts, Theories and Assumptions of Students in International Relations Classes.**

Missouri Univ., St. Louis. Center for International Studies.

Pub Date Sep 74

Note—19p.

Available from—Consortium for International Studies Education, Center for International Studies, University of Missouri, St. Louis, Missouri 63121 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Diagnostic Tests, Foreign Countries, \*Foreign Relations, Higher Education, \*International Education, \*International Organizations, \*Peace, Secondary Education, World Affairs

This article contains three diagnostic tests which can be used in international relations classes at the secondary or collegiate level. They provide the teacher with an inventory of the international knowledge of students so that he can more effectively build on this knowledge and assist specific students in acquiring necessary background. The first test, a questionnaire in which students give their reactions to 24 ways to peace, has been administered to young people in ten countries in Europe and Asia. The results of their scores are included in the article. Students can compare their responses with the scores for these ten countries. The international organization fact test has questions about characteristics of the entire population of international, governmental, and nongovernmental organizations, with particular attention given to the United Nations system. The geographical awareness inventory asks students to provide the names of all countries of the world on maps of each continent that have country boundaries but do not indicate country names. Two articles are included in the occasional paper available in a bound volume from the Consortium; the article that precedes the one presented here is entitled "A Strategy for Improving International Studies Education at the Pre-Collegiate Level" by Judith Gillespie. (Author/RM)

ED 097 261 SO 007 826

Fitzpatrick, John J.

**The Political Beliefs of Youth: Implications for Classroom and Curriculum. Final Report.**

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-3-0379

Pub Date Jul 74

Grant—NE-G-00-3-0023

Note—142p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Affective Behavior, \*Child Development, \*Curriculum Development, Developmental Psychology, Government Role, Interviews, Laws, Nationalism, \*Political Attitudes, Political Power, Political Socialization, Power Structure, \*Social Studies, \*Student Attitudes, Tape Recordings

Identifiers—Piaget (Jean)

This study is an examination of black and white preadults' cognitive and affective orientations to their nation, social power, government, authority, and laws. The data were collected by means of tape recorded interviews with 96 students attending public schools in Buffalo, New York, which were transcribed, coded, and analyzed in an attempt to chart developmental patterns in preadults' orientations to politics. The results reveal that preadults' orientations are influenced by the level of cognitive development attained by that individual. Piaget's theory of cognitive development is shown to be useful in interpreting most of the major changes that take place in the preadult's developing orientations to politics. The findings are discussed in terms of their implications for curriculum development and classroom teaching in the social studies area. Appendices include the interview schedule, code book, a nation-nationality master code, government master code, authority leadership master code, and law master code. (Author/KSM)

ED 097 262 SO 007 827

Bangdiwala, Ishver S.

**The Effect of Socio-Economic Levels on Selected Educational Factors in Puerto Rico.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Grant—OEG-2-2-28017

Note—87p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*College Admission, Comparative Analysis, Comparative Education, Correlation, \*Dropouts, International Education, National Surveys, School Surveys, \*Socioeconomic Influences

Identifiers—\*Puerto Rico

This project investigates changes in the socioeconomic level (SEL) of the families of Puerto Rican school children in the last 10 years. The effects of these changes on selected educational variables—reading comprehension, school dropouts, and admission to institutions of higher education—are studied. A comparison is made between data collected in 1966 and that collected in 1973 for the present study of a probability sample of 884 students from intermediate and high schools both public and private, urban and rural. The results of the comparative analysis indicate that the SEL for school children is increasing, that there is a high correlation between SEL and reading comprehension scores, that dropouts have continued to be very low in comparison with public schools, and that the existing relationship between SEL and academic achievement creates discrimination toward the "poor" in university admission policy. The study confirms that which was expected; however, continuing study of socioeconomic and educational levels, particularly in the developing countries, is necessary if planning and resource allocations are to be effective. (JH)

ED 097 263 SO 007 828

Casteel, J. Doyle And Others

**Value Clarification in the Social Studies: Six Formats of the Values Sheet. Research Bulletin.**

Florida Educational Research and Development Council, Gainesville.

Pub Date Jul 74

Note—59p.

Available from—Executive Secretary, Florida Educational Research and Development Council, 126 Building E., University of Florida, Gainesville, Florida 32611 (\$1.30 prepaid)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Concept Formation, \*Decision Making, Democratic Values, Ethical Values, \*Intellectualization, Learning Activities, Moral Development, \*Moral Values, Personal Values, Problem Solving, \*Social Studies, \*Social Values, Teaching Techniques, Values

**Identifiers**—\*Value Clarification

One of the major goals of the social studies is to help students gain and refine skills in the area of value clarification. Value sheets, carefully planned activities designed to elicit value clarifying patterns of language from students, are one way of securing value clarification. Sheets, planned in conjunction with ongoing units of instruction, avoid isolating valuing from its important content. Six different formats—standard, forced-choice, affirmative, rank-order, classification, and criterion—represent different demands in valuing, from learning to express and share values to identifying a basis for decision making, inventing solutions, organizing preferences hierarchically, linking choice with consequence, and recognizing the relationships among choices, social policies, decision making grounds, and consequences. Two examples for each format indicate some ways that contexts can be chosen from Social Studies materials. Each of the value sheets contains the social and scientific context of a situation to which a student reacts or in which a student participates, as well as questions in the form of discussion starters. (JH)

**ED 097 264** SO 007 830

*Hazlet, J. Stephen*

**Concepts of Democratic Education in the Founding of the French Third Republic (1870-c. 1890). Final Report.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No.—BR-1-0627F-FR

Pub Date Aug 73

Contract—OEC-6-71-0526(508)

Note—90p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Citizenship, Comparative Education, \*Democratic Values, \*Educational History, Educational Philosophy, \*European History, Mass Instruction, Moral Values, Political Power, \*Political Socialization, Primary Education, \*School Role, Socialization

**Identifiers**—\*France, Third Republic

The broad problem area of the relation of education to democracy, dealing primarily with the thought of the "opportunist" wing of French democracy in the early Third Republic (1870-c. 1890), is the focus of this study. It endeavors to find out why the politicians and educators who contributed to development of the primary school believed that mass education was important to the regime they were working to establish. The investigation relied on published sources, including the speeches and writings of leading republicans, the pedagogical press, school textbooks, monographs, histories of French education, and governmental publications. The major finding is that republicans looked to education to promote order and social control. By propagating a common set of values and ideals and a standard appreciation of the republic, the school was expected to be a powerful agent of public tranquility and the balance wheel of popular sovereignty. In converting social and economic problems into educational problems, republicans effectively denied the need for significant government intervention and placed the responsibility for improvement on the shoulders of the individual. Sources consulted for the three sections, "The Education of the Citizen," "Education and Social Reform," and "Moral Education and Laicism," are listed. (Author/KSM)

**ED 097 265** SO 007 832

*Wolpin, Kenneth I.*

**Education, Screening and the Demand for Labor of Uncertain Quality.**

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 74

Note—140p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—\*Ability Identification, \*Economic Research, \*Education, \*Employment Qualifications, \*Income, Job Skills, Labor Force, Models, Productivity, Statistical Analysis, Work Experience

**Identifiers**—\*Profit Maximization

This report is concerned with the relationship between income and schooling. A theoretical model explores the role of schooling as an informational or screening device with an expected profit maximization framework. The issue revolves around the extent to which formal schooling serves to augment worker productivity and, thus, social product, as opposed to conveying information to employers about the probable productive capabilities of prospective workers without, in itself, affecting those capabilities. Empirical tests are formulated to disentangle schooling's productivity augmenting and identification functions. The conclusion drawn is that the apparent use of schooling as a screening device does not appear to stem from a mere identification of productivity types. In fact, the pure productivity augmenting view of the income-schooling relationship appears greatly more tenable. (Author/KSM)

**ED 097 266** SO 007 833

*Leland, Robert C.*

**Secondary School Education and Local Governments.**

International City Management Association, Washington, D.C.

Pub Date Jul 74

Note—17p.

Available from—International City Management Association, 1140 Connecticut Avenue N.W., Washington D.C. 20036 (\$5.00 for first copy, \$2.00 for each additional copy; all requests must be on educational institution letterhead for reduced rates)

Journal Cit—Management Information Service Report; v6 n7 Jul 1974

**Document Not Available from EDRS.**

**Descriptors**—\*American Government (Course), City Officials, Curriculum Development, Curriculum Guides, Films, Instructional Materials, Interinstitutional Cooperation, \*Local Government, Programs, \*Public Affairs Education, Resource Materials, \*School Community Cooperation, \*Urbanization

The aim of this publication is to aid city management's participation in improving education on local government. The need for such participation is evident from the lack of progress in the teaching of local government since a 1963 report on the topic. Difficulties, such as insufficient class time, inadequate resources, teachers unfamiliar with the subject, unimaginative classroom practices, and lack of career counseling, plague education on local government. Local government officials can assume a major role in improving the teaching of local government as pointed out in the agenda outlined in this report. Included in the report are guidelines for offering limited, continuing, or extensive participation by local government officials; a checklist for implementing program participation; examples of city-sponsored programs already in action; a catalog of local government resources, including simulations, simulations bibliographies, motion pictures, school texts, supplementary and reference books, pamphlets, periodicals, bibliographies, and sources for all these materials; an outline of a model curriculum for a unit in local government and urban problems; and guidelines for a model city government intership program. (JH)

**ED 097 267** SO 007 834

*Reid, Avis*

**Turn to p. 84....**

Pub Date 74

Note—124p.

Available from—Open Door Books at the Redwood House, 205 West 16th Street, Glenview, Minnesota 55336 (6.60)

**Document Not Available from EDRS.**

**Descriptors**—Adult Education, \*Community Education, \*Curriculum Development, Educational Games, Elementary Education, Games, \*Game Theory, Human Relations, Problem Solving, Secondary Education, \*Simulation, Social Problems, \*Social Sciences, Teacher Education, Therapy, Workshops

This book contains game-planning ideas which will help instructors and students design games to fit the needs of their own particular schools and communities. The strategies and plans are recommended for classes of social problems, human relations, psychology, and can also be used with summer camp groups, chambers of commerce, clubs, and church groups. Topics discussed include: (1) what is a simulated game; (2) why use simulated games; (3) brief historical background of simulations; (4) who uses games; (5) types of games; (6) teachers and students as game designers; (7) steps to consider in planning a game; (8) game requirements; (9) workshop ideas to help teachers and students develop a simple game; (10) hints on how to prepare your own game plan; and (11) a sample game to outline and play. The "In a Nutshell" section, contains 35 ideas which can be developed into a full-scale classroom simulated game for all grade levels on a variety of topics ranging from energy problems and community studies to human awareness. Statement of the problem, game objectives, scenario, characters and goals, resources, rules, and evaluation and feedback are briefly discussed for each idea. A bibliography of books on gaming and names and addresses of commercial game sources are also included. (Author/RM)

**ED 097 268** SO 007 835

*Bulcock, Jeffrey W. And Others*

**Education and the Socioeconomic Career: U.S.—Swedish Comparisons.**

Stockholm Univ. (Sweden). Inst. for the Study of International Problems in Education.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date May 74

Note—58p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Ability, \*Achievement, \*Careers, Comparative Analysis, Comparative Education, Cross Cultural Studies, \*Economic Status, Education, Educational Research, Income, \*International Education, Longitudinal Studies, Models, Social Status, Socioeconomic Background, \*Socioeconomic Influences

**Identifiers**—\*Sweden

The problem of the role of ability and education in career achievement is investigated in this cross-cultural study using a model developed in the United States by Duncan and modified by Blau and Jencks. The replication links variables of a respondent's income, schooling, achievement, ability, and occupation to similar variables for the respondent's father and a variable for family size. The study is based on data gathered in Sweden from 1938 to the present from 1,544 third graders. Eleven hypotheses tested by applying the model to the data confirm the United States model with the following variations: father's occupation is in indirect rather than direct relation to the son's occupational status; background effects are mediated by schooling and ability, especially with respect to occupational status, and are more powerful determinants of education; and educational effects are more powerful determinants of ability at maturity. Some incongruities between the Swedish data and current analytical techniques and theoretical questions related to use of background variables, caution against basing educational policy on the models. Tables and figures illustrate the data and models; a bibliography concludes the report. (JH)

**ED 097 269** SO 007 836

**Moral and Values Education. Bibliographies in Education, No. 44.**

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date May 74

Note—29p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Attitudes, \*Beliefs, Cheating, Cognitive Development, Curriculum Development, Educational Objectives, \*Ethical Instruction, Ethical Values, \*Individual Development, \*Moral Development, Moral Values, Teaching, \*Values

**Identifiers**—\*Values Education

Sources consulted in preparing this bibliography of education material related to the teaching of moral or values education include the "Bibliographie de Quebec," "British Education

Index," the "Canadian Education Index," the "Cumulative Book Index," the "Current Index to Journals in Education," the "Directory of Education Studies in Canada," the "Education Index," "Research in Education," and "Research Studies in Education." The period covered is approximately five years, from 1968 to 1973. The 414 citations are arranged alphabetically by author in three categories: books, articles, and theses. ERIC materials include ERIC document (ED) numbers and availability statements; documents that are a part of the library of the Canadian Teachers' Federation are indicated by asterisks. (JH)

**ED 097 270** SO 007 837  
O'Leary, Charles J., Comp. Hanson, John R., Comp.

**Recognition: A Source Book on Labor for Teachers and Students.**  
Maine Univ., Orono. Bureau of Labor Education. Pub Date 73

Note—16p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, Books, Doctoral Theses, Films, \*Industrial Relations, \*Labor Education, \*Labor Unions, Masters Theses, Resource Materials, Secondary Education, \*Social Studies

**Identifiers**—\*Maine  
Studies of the social studies textbook treatment of the nation's labor unions consistently show a lack of a balanced view. This annotated bibliography cites materials which will help secondary teachers and students acquire a more balanced view of the trade union movement in the United States. Print and nonprint materials list data from 1959 to 1973. Arranged alphabetically by author, books are cited in the first section of the bibliography. A second section lists graduate and undergraduate theses, and other print sources which deal with the labor movement in the state of Maine. The last and final section of the bibliography cites 16mm films, some of which deal with the history of the American labor movement while others treat specific up-to-date issues of interest to labor. A subjective appraisal of each film is included in the annotation to aid in selection. (Author/RM)

**ED 097 271** SO 007 838  
Crane, Robert

**Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-03-SS-02  
Pub Date Jul 74  
Note—55p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 03-SS-02; \$0.65)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Data, \*Educational Assessment, Environment, Justice, Minority Groups, National Surveys, Resource Materials, \*Social Problems, \*Social Studies, \*Student Attitudes, Student Interests, Urban Environment, \*Urbanization

**Identifiers**—\*National Assessment  
This document presents information about young people's perceptions of contemporary society as elicited by the 1971 National Assessment in social studies. Topics covered include perceptions (1) of contemporary urban problems, (2) environmental quality, and (3) minority groups and social justice. Responses to the open-ended questions are displayed in tables and graphs which distinguish the age groups surveyed, 9, 13, 17, and adult; acceptable responses; and categories of answer content. For example, 13- and 17-year-olds listed the three most important problems facing large cities in the United States. A table showing the percentages of students able to respond and a table of those responses with percentages of students mentioning them are presented. Then the students chose one problem about which they would like to ask questions; percentages choosing various problems are given. The tabular evidence is investigated, and sample

responses are given. The material in this document can suggest areas for curricular emphasis and new questioning exercises that may "turn students on." Use of these materials to stimulate discussion and for comparing student responses is encouraged. (JH)

**ED 097 272** SO 007 839

Hannan, Michael T.  
**Societal Development and the Expansion of Educational Systems.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-0523  
Pub Date Nov 73  
Contract—OEC-9-71-0033(508)

Note—47p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Cross Cultural Studies, Data Analysis, \*Developing Nations, \*Economic Development, \*Education, \*Educational Development, Educational Research, Longitudinal Studies, Models, Research Methodology, \*Social Development

The study of the causal connections of national educational expansion and social and economic development raises a variety of theoretical and methodological problems. The research reported here concentrates on the latter. It is felt that, because it is expected that educational expansion affects economic development, complicated analysis strategies are called for. The strategy supported is that of a longitudinal investigation of the issue using a large sample of nation-states. Special problems concerning longitudinal analysis and the use of conventional cross-national data are discussed. Using a revised panel model and the data for 1950-1965, relatively strong effects of educational expansion on economic development are shown. These findings persist under a wide variety of modifications of the analysis structure and, further, appear to be inconsistent with a model in which both education and economic development are not causally related. (Author/KSM)

**ED 097 273** SO 007 840

**Activities of the Specialized Agencies to Promote the Advancement of Women. Study on UNESCO Activities of Special Interest to Women.**

United Nations Economic and Social Council, New York, N.Y.

Pub Date 9 Oct 73  
Note—58p.

Available from—UNESCO, 7, Place de Fontenay, 75700 Paris, France

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—\*Adult Education, Educational Research, \*Equal Education, Equal Opportunities (Jobs), Fellowships, Females, Feminism, International Education, International Programs, Literacy, Professional Training, \*Rural Education, Sociocultural Patterns, Teacher Education, \*Technical Education, Vocational Education, \*Womens Education, Working Women

**Identifiers**—Commission on the Status of Women, Human Rights

There are two emphases of the UNESCO program to promote the advancement of women within the reporting period 1972-1973. They are (1) to involve member states closely in UNESCO activities and (2) to focus on the equality of educational opportunity. Activities include: (1) a report on a five country research program concerning the relationship between educational training opportunities and employment for women; (2) various experimental projects; (3) fellowships for the training of women; (4) activities carried out in the areas of human rights, literacy, adult education, teacher training, rural development, technical and vocational training, science/nutrition/family education, population education, mass media, information, UNRWA/UNESCO, UNICEF/UNESCO, and funds-in-trust; (5) collaborations with nongovernmental organizations listed in an annex; and (6) four conferences dealing with the interests of women. Future trends for the program include continuing involvement of member nations, integration of program concerns throughout the whole United Nations system, and defining a program approach within the UNESCO secretariat. A bibliography of UNESCO publica-

tions on women, 1972-73, and a statement of the UNICEF Assistance to Equal Educational Opportunities for Girls and Women are included in the annexes. (JH)

**ED 097 274** SO 007 841

**Study on the Equality of Access of Girls and Women to Education in the Context of Rural Development. [Revised].**

United Nations Economic and Social Council, New York, N.Y.

Pub Date 27 Feb 73  
Note—87p.; Twenty-fifth session of the Commission on the Status of Women; A related document is ED 076 734

Available from—UNESCO, 7 Place de Fontenay, 75700 Paris, France

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Agricultural Education, Change Agents, Developing Nations, \*Educational Opportunities, Literacy Education, Questionnaires, \*Rural Development, \*Rural Education, Sex Role, \*Surveys, \*Womens Education

This report examines why women in rural areas encounter particular difficulties in gaining access to out-of-school education. The report, based on a survey of UNESCO members, first attempts to describe the characteristics of rural areas, the size of their population, and the reasons for and the scope and impact of the exodus from the countryside in so far as women are concerned. The present situation with respect to the access to education of girls and women in rural areas is described. Essential factors of rural development and the extent of women's role in this process form the third part of the report. In conclusion, the education of women for rural development, their place in literacy and agricultural education and training programs makes it possible to pick out certain features of the various countries' policies for the advancement of rural women. (Author/KSM)

**ED 097 275** SO 007 842

Rivas, Frank W.  
**The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-03-MU-00  
Pub Date Aug 74  
Note—41p.; For related document see SO 007 843

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 03-MU-00; \$0.60)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Aesthetic Education, \*Educational Assessment, Educational Research, \*Evaluation, Evaluation Methods, Fine Arts, \*Music, Music Activities, Music Appreciation, \*Music Education, Music Techniques, \*National Surveys, Tests, Theater Arts

For nine years the National Assessment of Education Progress has attempted to measure behaviors that are assumed to correlate with sensitivity to music and analytic skills typically taught in the classroom. These skills included musical performance, ability to use traditional notation, ability to discriminate and label instruments and voices, ability to recognize important aspects of music history and literature, and the disposition to listen to music and participate in musical activities. Eighty thousand individuals in four age groups were tested. Results indicate that performance, knowledge of notation and terminology, and knowledge of music history and literature rank the lowest. Knowledge of the names and sounds of musical instruments and general attitude towards music rank the highest. The general pattern is that people are involved at the simplest levels with the activity of music, while more specialized knowledge is lacking. (Author/DE)

**ED 097 276** SO 007 843

Rivas, Frank W.  
**A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.**

## 130 Document Resumes

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-03-MU-02

Pub Date Apr 74

Note—32p.; For a related document see SO 007 842

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 03-MU-02; \$0.45)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Aesthetic Education, Curriculum Planning, \*Educational Assessment, Educational Research, \*Evaluation, Evaluation Methods, Fine Arts, \*Music, Music Activities, Music Appreciation, \*Music Education, Music Teachers, \*Music Techniques, National Surveys, Tests, Theater Arts

Since 1965 the National Assessment of Educational Progress has conducted a nationwide survey of musical abilities, during which 150 musical exercises have been administered to about 80,000 individuals in four age groups. Members of the Music Educators National Conference studied this survey to determine implications for the music teacher in terms of curriculum methods and priorities. Exercises were grouped into the following five categories: musical performance, knowledge of notation and terminology, recognition of instrumental and vocal media, knowledge of music history and literature, and attitudes toward music. Results of the exercises were generally low, although attitudes toward music were positive. This led to the implication that music education programs are not taking full advantage of the positive attitude that people have toward music. The panel limited themselves to the discussion of national results, foregoing results by sex, color, region, parental education, and community type. (Author/DE)

ED 097 277 SO 007 844

Olmo, Barbara G.

A Case Study: Curriculum Reform in New Jersey, A Decade Later.

Pub Date Jul 74

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavioral Sciences, Comparative Analysis, Courses, \*Curriculum Development, \*Educational Innovation, Educational Research, Elective Subjects, Information Sources, \*Inquiry Training, Process Education, School Surveys, Secondary Education, \*Social Studies, Teacher Attitudes, Use Studies

This study reports on the impact of inquiry on the social studies curriculum in 40 New Jersey public senior high schools as of 1974. The research is a followup study to one conducted in 1964. Responses to a questionnaire, related to curriculum revision, were received from principals, department heads, and teachers of the same schools surveyed a decade earlier. Changes during the 10-year interval, as shown by the study, include (1) an increase in the number of social studies courses, (2) a trend toward elective, micro-courses (rather than full-year courses), (3) a shift toward student involvement on conceptual issues, (4) an increase in the numbers of courses in behavioral sciences and area studies, and (5) a slight increase in the use of inquiry techniques with an accompanying plea for materials and facilities to enrich and further increase these student-centered techniques. In regard to valuable influences on curriculum revision, a strong preference is indicated for educational books by Bruner, Fenton, Glasser, Silverman, and Postman and Weingartner. In addition, the National Association for Secondary School Principals Bulletin, National Council for the Social Studies materials, and social studies texts also rated high. Despite these encouraging trends, need is suggested for increased teacher training in the use of inquiry techniques. (JH)

ED 097 278 SO 007 845

Foshey, Wellesley R.

Some Comments on the Foshey Grid for a Human Curriculum.

Pub Date [74]

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, Curriculum Planning, Educational Change, Educational Environment, \*Educational Strategies, Humanism, \*Humanistic Education, Humanization, Individual Development, \*Learning Experience, \*Student Development, Teaching Procedures

According to Wellesley A. Foshey, in order to achieve a humane curriculum subject matter and each experience must be responsive to the human condition in the context of all pedagogical intentions of the teacher. Six classes of experience—intellectual, emotional, social, physical, aesthetic, and spiritual—make up the human existence. Teachers may then set three goals—fluency, manipulation, and persistence—for their students' personal development in each of the six aspects of human existence. According to the author, the resulting 18 cell grid is somewhat misleading because it suggests that some of the aspects of the human condition may be considered separately. Instead, since these aspects are inseparable and continually interacting, it is better to conceive of the grid as three dimensional, with each aspect overlapping on the other. Further, the social aspect must include two distinct dimensions, those imposed by the mores of society and those imposed by the individual's needs and potentials, producing seven dimensions on which to plot points in order to fully describe any learning experience or plan any learning environment. (Author/DE)

ED 097 279 SO 007 846

Short-Stay Residential Experience: Residential Work by Secondary School Pupils.

Schools Council, London (England).

Pub Date Jul 72

Note—59p.

Available from—Copies available free, while supplies last, on application to the Central Despatch Section, Schools Council, 160 Great Portland Street, London W1N 6LL

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Boarding Schools, \*Comparative Education, \*Educational Innovation, Educational Objectives, Educational Planning, \*Field Experience Programs, Leisure Time, Outdoor Education, Relevance (Education), \*Residential Centers, \*Residential Programs, Secondary Education

Identifiers—\*Great Britain

Most secondary schools in Great Britain today have implemented residential courses. They have built, bought, or adapted premises ranging from derelict colleges to country houses for use as residential centers where students may spend from a few days to several weeks studying, working, or learning to use leisure time. This publication examines several aspects of residential experience: (1) what is contributes to the education of children which could not be done on a day basis from school, (2) the objectives of residential work, and (3) planning necessary to achieve the objectives. Topics discussed include how girls experienced hotel life in London, field studies in English, a housecraft course, education for and through a leisure course, an outdoor pursuits centre, and other examples of residential work. Among examples of single-school strategies presented are how a town school converts a rural railway station into a residential center, and an outdoor activities week. (Author/RM)

ED 097 280 SO 007 849

Report of the United Nations Visiting Mission to the Trust Territory of the Pacific Islands, 1973, Together with the Relevant Resolution of the Trusteeship Council.

United Nations, New York, N.Y. Trusteeship Council.

Pub Date Jul 73

Note—148p.; Trusteeship Council, Official Record: Fortieth Session (29 May-22 June 1973), Supplement No. 2.

Available from—United Nations, Sales Section, New York, New York 10017 (Document No. T/1748; \$5.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Comparative Education, \*Economic Development, \*Educational Development, Elementary Education, Foreign Culture, Futures (of Society), Government (Administrative Body), Higher Education, \*International Education, Politics, Reports, Secondary Education, \*Social Development, War

Identifiers—\*Trust Territory of the Pacific Islands

In 1973 the United Nations Trusteeship Council dispatched a visiting mission to the Trust Territory of the Pacific Islands which consists of three archipelagos: the Marshalls, the Carolines, and the Marianas. This publication contains a report of the mission which was comprised of representatives from the governments of Australia, France, the Union of Soviet Socialist Republics, Great Britain, and Northern Ireland. The itinerary, a short description of the land and the people visited, and the program of visits and meetings are followed by reports on the following topics: (1) Political Advancement, (2) Economic Advancement, (3) Social Advancement, (4) Educational Advancement, (5) War and Post-War Damage Claims, and (6) Culture Status. The annexes contain a list of written communications received by the visiting mission during its visit to the Trust Territory and Resolution 2159 adopted by the Trusteeship Council. (Author/RM)

ED 097 281 SO 007 851

Moore, J. Malcolm Rabin, Jack

Games Students Can Play: Teacher's Manual, Dilemmas of Political Participation.

Pub Date Jul 73

Note—454p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$4.95)

Document Not Available from EDRS.

Descriptors—\*American Government (Course), \*Civics, Educational Games, Elections, Feminism, Higher Education, Instructional Materials, Minority Groups, Political Attitudes, \*Political Science, \*Politics, Secondary Education, \*Simulation, Teaching Techniques

This publication contains a collection of readings which discuss political participation in American government and games which students can play to get more involved in the topic. Intended for use on the college level and with advanced courses on the secondary level, the book heightens the mutual educational experience for both teacher and student. Teaching techniques include readings followed by classroom discussion and simulations which involve the student in decision making and individual or group participation. The first four parts, and major portion, of the student text are a collection of 27 articles from journals and books. The readings discuss perspectives on an expanding political participation, the institutional setting for participation, participation at the higher levels, and participation by the rank and file. The fifth and final section contains the following four simulations: (1) Beyond a Reasonable Doubt; (2) University Grades: To "B" or Not to "B"; (3) Desegregate Now; and (4) Presidential Nominating Convention. A separate teachers manual details the purpose of each game, the instructor and student preparations required beforehand, any supplies needed, the schedule of game-related events, and discussion topics useful in rap sessions. Subject and author indexes are included in the student text. (Author/RM)

ED 097 282 SO 007 852

Pincus, John

Education, Schooling, and Civilization.

Pub Date Jul 74

Note—11p.

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Order P-5275; \$1.00)

Document Not Available from EDRS.

Descriptors—Continuous Learning, \*Educational Change, Educational Trends, Middle Class Values, \*Nonformal Education, \*Open Education, \*School Role, Social Action, \*Socialization, Social Values

Education as a lifelong process is not the same as schooling measured by years of attendance, the level of academic standards, and one's performance there. Schooling should provide the following functions, which comprise part of becoming educated: socialization, sorting, custody, knowledge and skills training, and encouragement of creativity and self-reliance. Today, in evaluating the performance of schools, all of these functions are under attack. If acceptance of the existing social order is an important element of people's education, it is not clear how much of that acceptance is the effect of schooling rather than of other socializing institutions. Reformers are trying to transform schooling into an educational enterprise that will create an open society. This would reverse its social role from reflecting social norms to acting on them. Since society will

not subsidize its own transformation, however, reforms must be couched in realistic, incremental terms. (JH)

**ED 097 283** SO 007 855  
**The Unique Function of Education in American Democracy.**

Educational Policies Commission, Washington, D.C.

Pub Date 37

Note—135p.; Out of Print

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

**POSTAGE**

Descriptors—Democracy, \*Education, Educational Administration, Educational Development, \*Educational History, Educational Needs, Educational Objectives, \*Educational Philosophy, Educational Practice, Educational Responsibility, \*Foundations of Education, \*Public Education

This book, published in 1937, discusses public education and its unique function in American democracy. Among the topics discussed are the following: (1) how educational leadership must reconsider its position in society and obligations to society's needs following World War I; (2) the development of education in the United States; (3) the role and responsibilities of education in society; (4) how democracy and individualism provided the context for public education; (5) how education was regarded as an aid in assuring equality of preparation for economic opportunity; (6) how social changes, new interests and ideas demand educational readjustments; (7) the nature of education and its obligations; and (8) conditions necessary on administrative and other levels for the discharge of educational obligations. (Author/RM)

**ED 097 284** SO 007 856  
**Educating for All American Youth: A Further Look.**

Educational Policies Commission, Washington, D.C.

Pub Date 52

Note—415p.; Out of Print

EDRS Price MF-\$0.75 HC-\$19.80 PLUS

**POSTAGE**

Descriptors—Educational Equality, \*Educational History, Educational Needs, \*Educational Planning, \*Educational Programs, Educational Responsibility, Futures (of Society), \*Public Education, \*Secondary Education

This book, published during the post-war years of the 1950's, offers an historical perspective of suggested policies for improving secondary education and provides details on how the policies and principles could be practiced on the state and local levels. Chapters 1 and 2 discuss the developmental state of American secondary education in the 1950's and the responsibilities of the secondary school brought about by uncertain national and world conditions in the post-World War II years. Characteristics of the youth of this era are discussed in Chapter 3. Chapters 4-9 describe plans for schools of the future. These samples of the many different possible solutions to the problem of meeting the educational needs of youth are intended to stimulate and aid planning and action already underway in many communities. An index to selected topics and a general index are included. (Author/RM)

**ED 097 285** SO 007 857  
**Public Education and the Future of America.**

Educational Policies Commission, Washington, D.C.

Pub Date 55

Note—105p.; Out of Print

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

**POSTAGE**

Descriptors—Educational Equality, \*Educational History, Educational Opportunities, Educational Philosophy, Educational Practice, Elementary Education, \*Foundations of Education, Futures (of Society), Higher Education, \*Public Education, \*Public Schools, Secondary Education, \*Teacher Education

This publication presents a history of public education in the United States from the colonial schools up to the early 1950's. Among the topics discussed are the following: (1) American principles behind public education, (2) the foundations of universal public education, (3) building an educated citizenry through public elementary schools, (4) expanding educational opportunity through public high schools and universities, (5)

establishment of the American public educational systems, (6) increasing educational opportunity through the establishment of public schools, (7) establishing special schools to prepare teachers, (8) serving the American people through public schools, (9) education in the 1950's, and (10) public education and the role it will play in the future of America. (Author/RM)

**ED 097 286** SO 007 858  
**Early Childhood Education in Yugoslavia. A Special Issue of Selected Bibliography of Yugoslav Educational Materials.**

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—25p.

Available from—U.S. Dept. of Commerce, National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

**POSTAGE**

Descriptors—\*Annotated Bibliographies, \*Child Care, \*Comparative Education, \*Early Childhood Education, Educational Planning, Educational Practice, Educational Problems, Educational Research, Elementary Schools, Family Influence, Intelligence Quotient, Kindergarten, Laws, Nursery Schools, Physical Development, \*Preschool Education

Identifiers—\*Yugoslavia

This annotated bibliography cites journal articles, research, and excerpts from books which treat early childhood education in Yugoslavia. All materials listed were published in the 1970's, with the exception of one article dated 1967. The listing is alphabetical by author. Among the materials annotated are the following: (1) Conforming the Educational Impact of Family and Preschool Institution; (2) From the History of Preschool Institutions; (3) Social Aspects of Child Care in Belgrade Nurseries; (4) The Basic Problems of Kindergartens as Educational Institutions; (5) Educational Work with Children in Nursery Schools; (6) Standards for the Planning, Construction, and Equipping of Preschools; (7) Results of Research on the Intelligence Quotient of Children in Belgrade Nursery Schools; (8) The Physical Development of Children in the Belgrade Nursery Schools; (9) Organizational Ties and the Relationship Between Preschool and Elementary School; (10) Vasco Peljic on Kindergartens; (11) Conclusions of the Association of Preschool Institutions of Croatia; and (12) Law on Preschool Education. (Author/RM)

**ED 097 287** SO 007 859

Heggy, Joan

American Government. Social Studies: 6448.01.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—51p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

**POSTAGE**

Descriptors—\*American Government (Course), \*Citizenship Responsibility, Class Activities, \*Constitutional History, Course Objectives, Curriculum Guides, \*Government (Administrative Body), Grade 10, Grade 11, Grade 12, Resource Materials, \*Social Studies Units, Teaching Methods

Identifiers—\*Quinquennial Program

This guide outlines a course of study on American government for grades 10-12. The major intent of the publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials related to American government so that teachers may accept the model framework in total or draw ideas from it to incorporate into their lessons. Course goals require that the student: (1) identify and analyze the mutual obligations of a government and its citizenry; (2) differentiate among the various alternatives man has developed to govern himself; (3) infer that the U.S. system of government has evolved from many historical lessons and political experiments; (4) describe the major issues faced by the drafters of the constitution and critically discuss their resolution; (5) analyze and evaluate the evolution of constitutional government in the United States; and (6) propose changes in the U.S. constitution and predict the effect of these changes on our national life. Among the teaching strategies suggested are role-playing, research, debates, oral reports,

readings, films, classroom discussions, and many individual or small group activities. Learning activities are provided for each teaching objective. A list of print and nonprint resource materials is also included. (Author/RM)

**ED 097 288** SO 007 860  
**Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date 74

Note—46p.

Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00 single copy, 20 percent discount on 10 or more)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

**POSTAGE**

Descriptors—Achievement, \*Educational Assessment, \*Educational Objectives, \*Evaluation, Humanistic Education, Intellectual Development, \*Measurement Goals, Self Concept, \*Social Studies, Values

Major social studies objectives delineated in this booklet provide a framework for the measurement of student achievement in the social studies. The booklet is arranged in four chapters. The first chapter describes the development of social studies objectives; the other chapters respectively list the social studies objectives for the specific age groups: 9-year-olds, 13-year-olds, and 17-year-olds and adults. In each of the later chapters major objectives are stated, followed by specific age-related subobjectives. Six major objectives emphasize the need for students to develop (1) a knowledge base for understanding the relationships between human beings and their social and physical environment; (2) an understanding of the origins and interrelationships of beliefs, values, and behavior patterns; (3) the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues; (4) the human relation skills necessary to communicate and work with others; (5) a positive self-concept, self-esteem, and movement toward self-actualization; and (6) a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing the preservation of human rights. The appendix lists conference participants and consultants. (Author/DE)

**ED 097 289** SO 007 871

Self-Study Guide to Sexism in Schools.

Pennsylvanians for Womens Rights, Harrisburg, Pa.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 74

Note—60p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

**POSTAGE**

Descriptors—Administrative Principles, Counseling Effectiveness, Curriculum Evaluation, \*Educational Practice, \*Equal Education, \*Evaluation Criteria, Guidance Counseling, Guidelines, Instructional Materials, Media Selection, \*Nondiscriminatory Education, Personnel Policy, \*Sex Discrimination, Sex Stereotypes, Textbook Evaluation

This booklet provides guidelines for determining sexist practices in various aspects of school life: curriculum, instructional materials, the library, the staff guidance and counseling, admissions, extra-curricular activities, and school environment. Sections on each of these aspects contain a discussion of the impact of sexist practices. Then, important elements to be looked for in each aspect of school life, such as vocational preference tests that do not key by male and female, are suggested to help organize evaluation. Most sections also include a list of additional resource materials. Some include a checklist of materials or processes to facilitate evaluation. A section on the legal basis for eliminating sexism in schools, a chart of federal laws, concerning sex discrimination in educational institutions, information on similar legislation in Pennsylvania, as well as memoranda and directives from the Pennsylvania State Executive to implement the laws conclude the booklet. (JH)

# 132 Document Resumes SP

ED 097 290 SP 007 929

Schall, William E. And Others  
Developing Mathematical Processes (DMP). Field  
Test Evaluation, 1972-1973.

State Univ. of New York, Fredonia. Coll. at  
Fredonia. Teacher Education Research Center.  
Pub Date Mar 74

Note—49p.; Previously announced as ED 089  
992

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Curriculum Evaluation, Educational  
Research, \*Elementary School Mathematics,  
\*Instructional Innovation, Instructional Pro-  
grams, \*Mathematics Instruction, \*Mathe-  
matics Materials, \*Program Evaluation

The field test of the Developing Mathematical  
Processes (DMP) program was conducted jointly  
by the Falconer Central School, St. Mary's El-  
ementary School in Dunkirk, New York, and the  
Teacher Education Research Center at the State  
University College in Fredonia, New York. DMP  
is a research-based, innovative, process-oriented  
elementary mathematics program developed at  
the Research and Development Center for Cog-  
nitive Learning at the University of Wisconsin-  
Madison. After two months in the field test, par-  
ticipating teachers were asked to evaluate the  
program with open-ended comment. Most  
responded favorably, some reserved judgment,  
and some were having a little trouble adjusting to  
the new program. At the end of the year, how-  
ever, all 16 teachers responding to an attitude  
survey reported favorable reactions to the pro-  
gram. On criterion-referenced measures, the  
second-grade DMP classes gained substantially  
over the control group, but the first grades gained  
equally. On standardized tests, the control group  
scored slightly higher on computations and  
mathematical concepts. Inasmuch as DMP is  
sequenced along a different continuum, the stan-  
dardized achievement test scores represent an un-  
fair and invalid measure of mathematical success  
as taught through DMP. (HMD)

ED 097 291 95 SP 008 334

Freeman, Larry  
The Impact of Legal Decisions on the Future of  
Education.

ERIC Clearinghouse on Teacher Education,  
Washington, D.C.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.

Pub Date Nov 74  
Note—26p.; A slightly different version of this  
paper appeared in The Journal of Teacher  
Education; v25 n2 p130-7 Summer 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Bilingualism, Court Litigation,  
\*Cultural Differences, Cultural Pluralism,  
Teacher Attitudes, \*Teacher Education, \*Trea-  
ties

After setting out some statements on idealogies  
which have contributed to the melting pot theory  
of education, the author examines the rationale  
for teacher licensing procedures and the in-  
terpretation of Title VII, which gives protection  
from discriminatory practices, as it affects the  
licensing of teachers. Recent court opinions are  
discussed, in relation to the declared need for a  
principle of neutrality in respect to language, by  
which the language or dialect of any student  
should not be disparaged or denied. Examples in-  
volving Chinese-speaking and Spanish-speaking  
students are cited. The Treaty of Guadalupe  
Hidalgo between the United States and Mexico in  
1848 recognized the differences in customs, tra-  
ditions, and language of the people of New Mexico,  
and the Ninth Amendment to the federal Con-  
stitution provides grounds for claiming the right  
to such differences by all U.S. citizens. Court  
cases dealing with obscenity, the study of com-  
parative religion, Indian education, and the tra-  
ditions of the Amish community are examined in  
this context. A model for preparing educational  
personnel to assist in the building and preserva-  
tion of community identity is proposed, which  
would give primary considerations to the suffi-  
ciency of the individual and the development of  
decent and humane communities. (MBM)

ED 097 292 SP 008 408

Rich, Dorothy Van Dien, James  
School and Parent Community Involvement: New  
Dimension in Teacher Education (Revised Edi-  
tion).

Home and School Inst., Washington, D.C.  
Pub Date 74

Note—15p.; For original edition, see ED 086 643  
Available from—The Home and School Institute,  
Inc., Trinity College M.A.T., Washington, D.C.  
20017 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Inservice Teacher Education,  
Masters Degrees, Parent Education, Parent  
Participation, \*School Community Coopera-  
tion, \*School Community Relationship,  
Teacher Education, \*Teacher Workshops

This document describes the three programs in  
School and Parent Community Involvement  
developed by the Home and School Institute  
(HSI) in conjunction with the Trinity College's  
Master of Arts in Teaching Program. The in-ser-  
vice teacher development programs are a  
Master's of Arts Concentration in School and  
Parent Community Involvement, a five-step  
workshop model, and a one-week intensive  
workshop model. The first two sections of the  
document list distinguishing characteristics of the  
program and facts about community involvement  
on which the program is based. The third and  
fourth sections of the document give the  
background of the program and competency-  
keyed objectives for program participants. Sec-  
tions 5 and 6 are devoted to detailed descriptions  
of the three programs, and section 7 lists  
prominent discussion issues. Sections 8 and 9  
describe the program's evaluation procedures,  
and section 10 provides information on the HSI  
Parent Program, reactions to the program, HSI  
publications, and research information on which  
the HSI Trinity Programs are based. (HMD)

ED 097 293 95 SP 008 451

DiTosto, Evelyn  
In-Service Training for the Beginning Teacher.  
ERIC Clearinghouse on Teacher Education,  
Washington, D.C.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.  
Pub Date Nov 74

Note—15p.  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Beginning Teachers, \*Educational  
Finance, Financial Support, \*Inservice Teacher  
Education, Preservice Education, Program  
Budgeting, Teacher Education, Teacher Pro-  
grams

The public has a major financial invest-ment in  
the education of teachers but has failed to give  
this problem the attention it deserves. Preservice  
education prepares the teacher only to the readi-  
ness for teaching stage, and on-the-job experience  
occupies only a minor proportion of the teacher  
education program. In the first years of teaching,  
provision should be made to diagnose, prescribe,  
and program for the beginning teacher; to correct  
teaching weaknesses; and to develop competen-  
cies. Several exemplary programs, which are  
discussed briefly, suggest 10 steps that could help  
in developing a 2-year program of inservice train-  
ing for the beginning teacher. A concluding sec-  
tion calls for a portion of the funds now available  
for educational innovation to be used for the  
professional development of the teacher, with the  
heaviest investment during the first 2 or 3 years  
of teaching and the balance used for inservice  
development during the remainder of the  
teacher's career. (MBM)

ED 097 294 95 SP 008 452

Droplin, Ruth, Ed.  
The Workshop Center SAMPLER, 1974.  
City Univ. of New York, N.Y. City Coll.  
Workshop Center for Open Education.

Spons Agency—Ford Foundation, New York,  
N.Y.; Office of Education (DHEW), Wash-  
ington, D.C.; Rockefeller Bros. Fund, New York,  
N.Y.

Pub Date May 74  
Note—88p.

Available from—The Workshop Center for Open  
Education, Room 6, Sheppard Hall, City Col-  
lege, Convent Avenue and 140th Street, New  
York, New York 10031 (\$2.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*Class Activities, \*Class Manage-  
ment, Elementary Grades, Inservice Teacher  
Education, \*Open Education, Primary Grades,  
Teacher Programs, \*Teacher Workshops

In this collection of selected offerings of the  
Workshop Center for Open Education, workshop  
leaders, both center staff and consultants, share  
the notes and references that were part of the  
sessions held during the first year-and-a-half of  
the Workshop Center's existence. The presenta-  
tions, which are a cross-section of the Center's  
scheduled workshops for that period, emphasize  
the practical aspects of work in open classrooms,  
and they should be considered a supplement to  
the theoretical papers published by the Center.  
The first chapter focuses on classroom organiza-  
tion and discusses planning, record keeping, and  
safety. The second chapter presents activities  
such as woodworking, cooking, drawing, weaving,  
and printing. The third chapter highlights  
workshops dealing with curriculum in the lan-  
guage arts, science, and movement and music.  
The fourth chapter, which is on resources, is di-  
vided into five sections: a) people and places for  
black and Asian-American studies, b) short  
bibliographies, c) sources for materials and ideas  
for classroom activities, d) nonexistent books for  
kindergarten through the third grade, and e) a  
trip list. A teacher's reaction to the workshops of-  
fered at the Center is included in the do-ument.  
(HMD)

ED 097 295 SP 008 453

Jacobson, Edmund  
Teaching and Learning: New Methods for Old  
Arts.

Pub Date 73  
Note—160p.

Available from—National Foundation for  
Progressive Relaxation, 55 East Washington  
Street, Chicago, Illinois 60602 (\$3.95)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS  
POSTAGE

Descriptors—Child Psychology, Educational  
Philosophy, \*Educational Psychology, \*Educa-  
tional Theories, \*Learning Readiness,  
Psychological Patterns, Self Control, \*Student  
Behavior, Teaching

Identifiers—Tension, \*Tension Control  
This book is predicated on the theory that stu-  
dents and teachers are often overtense for various  
reasons and that tension control can be learned  
and utilized to improve performance and produc-  
tion. The first two chapters discuss learning and  
motivation in general. The next three chapters  
discuss the influence of home and national  
heritage on learning in this society. The sixth  
chapter focuses on the improvement of learning  
and attention through cultivated relaxation and is  
further delineated in the following chapters on  
memory aids and the programming of students.  
Chapters 9 and 10 deal with the role of emotions  
in education, and chapter 11 presents a new  
psychology for teachers to be used in confronting  
the tension of students. The next two chapters  
depict the overtense pupil and the effect that sex  
awareness, sex education, and drugs have on the  
tensions of students. Chapter 15 outlines current  
courses in tension control, and chapter 16 is a set  
of questions and answers about tension control.  
The last three chapters of the book are devoted  
to teaching tension control in the classroom for  
students over age 10 and below age 10. The last  
chapter of the book provides illustrated class-  
room practices. (HMD)

ED 097 296 95 SP 008 454

Brent, George Zimmerman, Donald  
Module Cluster: Introduction to Behavioral Ob-  
jectives. TTP 002.00 (GSC).  
Glassboro State Coll., N.J.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Teacher Corps.  
Pub Date 72

Note—6p.; For related documents, see ED 090  
178-188, 190, 191, and 202 and SP 008 455  
and 456

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Behavioral Objectives, \*Instruc-  
tional Materials, \*Performance Based Teacher  
Education, Teacher Education  
Identifiers—\*Learning Modules

This module cluster was prepared for the  
Seventh Cycle Teacher Corps Program at Glass-

boro State College. The purpose of the module cluster is to enable students to be able to identify and write behavioral objectives. There are no prerequisites for the cluster. The two modules which form the cluster are: (a) Identifying Behavioral Objectives and (b) Writing Behavioral Objectives. Each module contains: (a) the objective of the module, (b) prerequisites for the module, (c) pre- and post-assessment procedures, (d) instructional activities, and (e) remediation activities. (HMD)

ED 097 297 95 SP 008 455

Zimmerman, Donald

Module Cluster: Introductory Elements for Lesson Sequencing. TSSES-001.00 (GSC).

Glassboro State Coll., N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—17p.; For related documents, see ED 090 178-188, 190, 191, and 202 and SP 008 454 and 456

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Curriculum Design, \*Instructional Programs, \*Objectives, \*Social Studies Identifiers—\*Learning Modules

This module cluster is designed to facilitate successful, self-paced learning by familiarizing the student with social studies and its goals. The student is asked: (a) to gain skill in dealing with the elements that have become essential in planning an instructional sequence that speaks to the criticisms of the past and recognizes the problems and concerns of children functioning in their home setting, and (b) to analyze how these elements have been interpreted in some of the newer programs. This cluster contains 12 modules dealing with: (a) social studies goals, (b) concepts, (c) the nature of a concept, (d) social science of concepts, (e) locating significant concepts, (f) levels of cognitive and affective behavior, (g) verbal behavior and levels of cognition, (h) concepts and cognitive levels of objectives, (i) concepts and affective levels of objectives, (j) social studies skills, (k) scope and sequence, and (l) application to new programs. Objectives: prerequisites; and preassessment, instructional, postassessment, and remediation activities are stated for each module. (PD)

ED 097 298 95 SP 008 456

Zimmerman, Donald

Module Cluster: Lesson Preparation for Inquiry Teaching. TSSES-002.00 (GSC).

Glassboro State Coll., N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—8p.; For related documents, see ED 090 178-188, 190, 191, and 202 and SP 008 454 and 455

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Curriculum, \*Instructional Programs, \*Objectives, \*Teaching Techniques Identifiers—\*Learning Modules

This module cluster is designed to facilitate successful, self-paced learning for the student in applying the elements of lesson sequencing by preparing a teaching sequence with selected criteria and teaching the sequence to a selected group of students. Objectives, prerequisites, preassessment, instructional activities, postassessment, and remediation activities are stated for the two modules that deal with question development and lesson sequence. (PD)

ED 097 299 95 SP 008 457

Samph, Thomas White, Sally A.

A Factor Analysis of Selected Classroom Observation Systems. Final Report.

Syracuse Univ., N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-2-B-080

Pub Date 19 Feb 73

Note—72p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Classroom Observation Techniques, \*Comparative Analysis, Educational Research, Factor Analysis, \*Interaction Process Analysis, Student Behavior, Teacher Behavior

The specific purposes of this study were to identify new and unique dimensions of teaching and to identify the commonalities of several existing classroom observation systems. The objectives or anticipated outcomes were to: (a) increase interpretation and cross validation of research using different observation systems and more efficient utilization of results of studies using existing systems, (b) reduce the proliferation of overlapping and redundant observation systems, (c) identify a resultant unified or multidimensional category system, and (d) demonstrate the feasibility of engaging in additional factor analytic examinations of other behavioral category systems.

Nine systems were selected for factor analysis: Aschner/Gallagher; Flanders; Gallagher; Hough; Medley; Simon/Agazarian; Ober; Schalock; and Withall/Lewis/Newell. Coders trained in the use of these systems were provided with tapes of science lessons for coding in their system. Coders were also asked to make arrangements for key punching and analyzing their own data and to calculate and define those variables that are frequently employed by users of their system. The individual variables for each observation system were factor analyzed. This process provided a list of factor scores for use in a second order factor analysis. The results of the study show that there is a great deal of overlap among the observation systems studied. Appendixes include descriptions of each of the observation systems and instructions to coders. A 50-item bibliography is included. (HMD)

ED 097 300 SP 008 458

The Utilization and Training of Paraprofessionals in Special Education. Present Status and Future Prospects.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Pub Date 74

Note—234p.

Available from—New Careers Training Laboratory, 184 Fifth Avenue, New York, New York 10010 (\$5.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Educational Programs, \*Handicapped Children, \*Models, \*Paraprofessional School Personnel, \*Surveys

This report, divided into two sections, presents the findings of an investigation to gather data on the present utilization and training of paraprofessionals in the field of the handicapped and outlines career ladder and training models for paraprofessionals and special education teachers. The following methods were used to gather data: (a) literature review, (b) survey to state directors of special education, (c) survey to professional organizations, (d) survey to private and state schools, and (e) on-site visits. The investigation revealed the following: (a) the lack of training received by paraprofessionals and (b) the need for training paraprofessionals emphasized by professional organizations, private and state schools, administrators, special education teachers, and other paraprofessionals. The second section focuses on the training of paraprofessionals to work in education programs for handicapped children. Generally issues concerning training designs are reviewed; models are proposed that may serve as a base of reference for establishing training models for paraprofessionals and for teachers working with paraprofessionals; a model career ladder is detailed; and samples of task analyses on specific content areas of the special education curriculum are presented. Samples of the mail questionnaires and lists of professional organizations, colleges involved in training paraprofessionals, and selected training programs are included in the appendixes. (PD)

ED 097 301 SP 008 459

Haskins, Mary Glenn

Half-Hour Notice. 50 Mini-Lessons for High School Substitutes.

Pub Date 2 Jan 74

Note—261p.

Available from—Citation Press, 50 West 44th Street, New York, New York 10036 (\$4.95)

Document Not Available from EDRS.

Descriptors—English, \*High School Students, Language Instruction, \*Lesson Plans, Planning, Secondary School Mathematics, Social Studies, \*Substitute Teachers

This book of mini-lessons is designed to aid substitute teachers teaching high school students on short notice. Fifty lessons are grouped into 10 subject areas: English, science, mathematics, history, government, art, music, foreign languages, sports, and achievers and achievements. These mini-lessons are designed to require no preparation or special equipment not commonly found in a normal classroom, and each one will take less than an hour. Several activities and a list of sources for further reading are suggested at the end of each lesson. (PD)

ED 097 302 95 SP 008 460

Institutional Viability: The Final Report and Recommendations of the Administration and Supervision National Field Task Force on the Improvement and Reform of American Education.

Office of Education (DHEW), Washington, D.C.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-74-12006-FR

Pub Date May 74

Note—109p.; For related documents, see SP 008 231-234

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01330, \$1.55)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Administrative Personnel, \*Educational Change, \*Educational Development, Educational Finance, \*Federal Aid, \*Leadership Qualities

Identifiers—\*Administration Supervision Natl Field Task Force

This report offers recommendations from the vantage points of educational administration and supervision regarding the best use of discretionary federal funds for the improvement of the quality of American education. Part one describes the Administration and Supervision Task Force on School Improvement and Reform. Part two, "Recommendations of the Administration and Supervision Task Force," presents the rationale of the position of the task force, identifies the prime beneficiaries of reforms, presents a view of the regenerative school, and delineates the elements of schooling to which attention must be directed in an educational reform strategy. Part three, "The Focus of Education Reform," presents a view that school administrators and their functioning are the key action targets. Part four, "Starting the Reform Thrust," states that the most crucial point at which to initiate the reform process in schools is at the locus of leadership. Skills and abilities required for effective leadership are listed. The appendix consists of statements, position papers, and other materials helpful to the task force. In conclusion, a systematically developed plan, implemented through an action program based upon the best of education history and the careful examination and application of behavioral science, is not only feasible but timely. Training for effectiveness will represent the single most essential and necessary ingredient. (PD)

ED 097 303 95 SP 008 461

The Final Report and Recommendations of the Summer Institute on the Improvement and Reform of American Education.

Office of Education (DHEW), Washington, D.C.

Report No—DHEW-OE-74-12008-FR

Pub Date May 74

Note—306p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock number 1780-01316, \$3.10)

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—\*Educational History, \*Educational Innovation, Governance, Principals, \*School Administration, School Personnel, \*Summer Institutes, Teacher Qualifications

This report, divided into four parts, includes the documents from the Summer Institute that have undergone revision and the additional papers that were written on the history of school reform and on school administration. Each paper sets forth an analysis of its subject in terms of the literature and the reflections of the author. The purpose of these essays is to treat selected aspects of the school system in depth. Part one,

"Reform: History and Variables." includes papers entitled "Historic Perspectives on Educational Reform" and "The Selection of Variables for School Reform." Part two, "Indirect Variables," includes papers entitled "Governance of Schools," "School Personnel and the Problem of Incentives," and "Federal, State, and Local Roles." Part three, "Instrumental Variables," includes papers entitled "The Effective Principal: Key to Urban School Effectiveness and Improvement," "Increasing Teacher Competency," "Reform and the Culture of the School," and "The Working Environment of Teachers." Part four, "Educational Change," includes papers entitled, "School Reform, Educational Change, and Public Policy" and "Pilot Studies, Evaluation, and Transferability." A bibliography concludes each chapter. (PD)

**ED 097 304** SP 008 462  
Evaluating Instructional Systems. EPIE Educational Product Report; An In Depth Report, Number 58.

Educational Products Information Exchange Inst., New York, N.Y.  
Pub Date 74  
Note—64p.

Available from—Manager, Membership Services, EPIE Institute, 463 West Street, New York, New York 10014 (No price quoted)

Document Not Available from EDRS.

Descriptors—\*Individualized Instruction, Individualized Programs, Instructional Systems, \*Program Development, \*Program Evaluation  
Identifiers—IGE, Individually Guided Education, Individually Prescribed Instruction, IPI, Plan, Program for Learning in Accordance with Needs

This report takes a broad, analytical look at three systems that emphasize individualized instruction: Program for Learning in Accordance with Needs (PLAN), Individually Guided Education (IGE), and Individually Prescribed Instruction (IPI). In this assessment the following areas are examined: (a) the principles that characterize the system, (b) the materials and how they are organized, (c) the implementation of the systems in schools, and (d) the evaluation and research data on each system. This report discusses findings from interviews with developers and their representatives; visits to schools using the systems; site visits and interviews conducted with students, teachers, administrators and parents; and observations of the instruction system in action. (PD)

**ED 097 305** SP 008 463  
Haberman, Martin

The Essence of Teaching: A Basis for Differentiating Roles. TEPS Write-In Papers on Flexible Staffing Patterns, No. 5.

National Education Association, Washington, D.C. National Commission on Teacher Education and Professional Standards.

Pub Date Jun 70

Note—12p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 521-15646, \$0.10 ea., single copy free, 2-9 copies 10% discount, 10 or more 20% discount)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Paraprofessional School Personnel, \*Student Motivation, \*Teacher Behavior, Teacher Influence, Teacher Qualifications, Teacher Responsibility, \*Teacher Role

Recent attempts to clarify the roles of master teacher, regular teacher, teacher assistant, teacher aide, intern, and student teacher are pointless because there has never been a clear and widely accepted definition of just what the role of the teacher is. The reason a professional teacher is needed should be the basis on which he is evaluated, and the only process for which all teachers must be held accountable is motivation. Motivation as a teacher behavior has two parts: (a) it is the demonstrated effort to elicit from students a behavioral manifestation of their need to pursue an activity, extend an idea, or experience a feeling and (b) it is not standing in the students' way once the manifestation of motivation is observed. There are various behavioral styles teachers can use to implement the function of motivation, including personal model, gadgety instruction, group pressure, reward and reinforcement.

ment, curiosity needs, newness needs, and situational pressure. Those who perform these motivational functions are engaged in professional activity regardless of their status, while those who do not manifest these competencies are not teaching regardless of their certification. The next step in the development of this approach is to analyze schemes that will free teachers to perform at least the motivational structures, and the subsequent step is to develop a progression of preparation with regard to the development of motivational competencies. (HMD)

**ED 097 306** SP 008 464  
Birkel, Lane F.

Student Attitudes toward Educational Foundations Studies.

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College Students, \*Foundations of Education, \*Student Attitudes, \*Teacher Education, \*Undergraduate Study

This study was designed to determine the value that students place on selected aspects of the educational foundations studies. Responses were gathered from 652 undergraduate secondary teacher education students with a rating scale instrument developed for the study. Results indicate a favorable response toward the foundations studies in general. Sociological aspects were valued most highly, followed closely by philosophical aspects. Historical aspects received low evaluations. Sex of student was found to be a significant variable, but major and student teaching experience were not. In conclusion, students view foundational studies as valuable to their professional preparation. (Author)

**ED 097 307** 95 SP 008 465  
Niedermeyer, Fred C.

Considerations for the Development or Selection of School-Based Tutorial Systems: Professional Paper 27.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Oct 73

Note—13p.

Available from—SWRL Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, California 90720 (No price quoted)

Document Not Available from EDRS.

Descriptors—\*Definitions, Program Descriptions, Program Development, Remedial Programs, \*Tutorial Programs, \*Tutoring

This paper defines and describes what comprises an effective tutorial system. The characteristics defined for a system are presented in the form of a checklist. The characteristics listed are as follows: (a) outcomes, (b) assessment, (c) materials, (d) training, (e) installation, (f) user experience data, and (g) time and costs. Each of the seven characteristics or considerations is elaborated in the course of the text and appropriate research findings and development efforts are referenced. The considerations presented in this checklist may be applied to any school-based tutorial system operated by teachers or other school personnel. The system may be "remedial" in that only low-achieving learners are tutored following regular teacher-administered instruction, or it may be "on-line" in that all children are tutored as part or all of the regular instruction. (JA)

**ED 097 308** SP 008 466  
Raithbone, Charles Case, Charles W.

The University Reorganizes for Human Services.

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Community Involvement, \*Community Role, \*Educational Change, \*Futures (of Society), \*Human Services, \*Models, Performance Based Education

This paper discusses a reorganization plan for the University of Vermont. Faculty, students, and community groups were asked to define educational and related competencies in a futures perspective within a community context and to define new organizational patterns to achieve new missions and functions. Seven recommended changes are discussed, and competencies and knowledge areas are presented. Some implications

for community development are discussed, and the need for a matrix organization that creates the opportunity for fluidity of personnel rather than rigid classifications is stressed. A model of one possible matrix approach is presented. The author concludes that the fundamental purpose of education is to create people with the kind of values which will be appropriate for the future; and to do this successfully, educators must have an image of what the world is going to be like, so that they can work to develop appropriate values for this world. (PD)

**ED 097 309** SP 008 467  
Salah El-Din Kotb, Yusef, Ed.

Education and Modernization in Egypt. Selections from Seminars Organized by Ain Shams University, Cairo for the American Association of Colleges for Teacher Education (1972 and 1973).

Ain Shams Univ., Cairo (Egypt).

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 74

Note—226p.

**EDRS Price MF-\$0.75 HC-\$1.40 PLUS POSTAGE**

Descriptors—\*Culture, \*Economic Development, \*Education, \*Educational Planning, \*Foreign Countries, Foreign Culture, Non Western Civilization

Identifiers—\*Egypt, Modernization

This book presents selections from seminars whose purpose was to provide American teacher educators and faculty from related disciplines with a first-hand exposure to the modernization process in the Arab Republic of Egypt. The analysis of this topic focuses on three major areas affected in the modernization process: education, culture, and economic development. (The book is divided into sections for each of these areas as well as a fourth section which presents an orientation and general introduction to Egypt.) The contributors present an overview of the impact of modernization on Egyptian life and institutions. The specific topics covered under the three general themes of education, culture, and economic development are diverse. The volume, therefore, presents a series of perspectives rather than a set of closely integrated sector analyses; the perspectives, however, are those of Egyptian specialists in three areas. (Author/JA)

**ED 097 310** SP 008 468  
Teacher Standards and Practices Commissions: A Directory, Second Edition.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Aug 74

Note—37p.; For related document, see ED 079 236

Available from—National Education Association, Instruction and Professional Development, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Directories, Educational Legislation, \*Governance, \*Standards, \*State Legislation, \*Teachers

This directory of teacher standards and practices commissions provides an overview of what exists nationally at this time to facilitate communication among states as they implement existing laws and plan for improved laws. Boards or commissions created by legislative act are listed, and states where governance legislation is being considered or is pending are indicated. Also included are four tables listing the powers and responsibilities of state teacher standards and practices commission/boards, membership of state teacher standards and practices commissions/boards according to groups represented, qualification for membership on state teacher standards and practices commissions/boards, and association and commission/board contacts. (PD)

**ED 097 311** SP 008 469  
Teacher Centered Professional Development.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date [74]

Note—4p.

Available from—National Education Association, Instruction and Professional Development,

1201 16th Street, N.W., Washington, D.C. (No price quoted)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Inservice Education, Professional Associations, \*Teacher Centers, \*Teacher Improvement, \*Teacher Participation, Teacher Programs, \*Teacher Role

Identifiers—\*Professional Development

The Teacher Centered Professional Development Program of the National Education Association (NEA) was officially announced in January 1973. Thirteen potential teacher center sites have been identified. Before September 1, 1974, a final decision will be made on those state and local education associations that will work with the NEA in a demonstration program of teacher involvement in the area of in-service teacher education. NEA will not supply outside funds; it is a basic NEA tenet that public funds—not teachers' dues—must be used to finance programs of continuing professional development. NEA is, however, committed to provide the designated sites with a wide range of consultative services in the "substantive" areas—assessment of what constitutes meaningful in-service teacher education from a teacher's point of view, assistance in the conceptual design of such a program and development of alternative training strategies—and in the neighborhood of "bargaining" aspects of securing officially recognized, meaningful involvement. NEA will give the selected sites the widest possible visibility as examples for other associations to follow. (Author/JA)

ED 097 312 SP 008 470  
McKenna, Bernard

Training in General Observation Skills: Some Guidelines.

Pub Date Jul 72

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Classroom Observation Techniques, \*Guidelines, \*Observation, \*Task Analysis

This two-part paper offers some guidelines for training in observation skills. Part one describes nine guidelines for observers. Part two delineates 10 tasks in observing and identifies ways of accomplishing them. Tasks include identifying goals of the learning task; gaining evidence of teacher's planning; determining student motivation level; assessing teacher's strategies; determining student interest, morale, commitment; determining the degree to which learning activities are based on student needs; determining the degree to which learning outcomes are being adequately assessed; determining the degree to which learning outcomes are adequate; and determining the degree to which democracy is practiced in the classroom. (PD)

ED 097 313 SP 008 471  
Tittle, Carol K.

Student Teaching: Attitude and Research Bases for Change in School and University.

Pub Date 74

Note—237p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Educational Attitudes, \*Educational Change, \*Research, \*Student Teaching, Teacher Programs

This book emphasizes the attitudes that will affect and become the basis for change, as well as the sources and directions for change which are provided through research. Part one, "Attitude Bases," discusses aspects of pressures for change and attitudes toward change. Also a summary and some implications are presented. Part two, "Research Bases," reviews selected research studies on practical experiences in teacher education and attempts to identify those studies that seem to present trends. Also, some of the conceptualizations that underlie the problem of developing criteria for studies on the effectiveness of teachers and teacher training are summarized. This section concludes with a 79-page annotated bibliography including ERIC and other abstracts. Eight appendices conclude this book, including information regarding description of respondents, practical experiences of student teachers, ranking and rating of objectives, ratings of benefits of stu-

dent teaching, ratings of difficulties of student teaching, ratings of change, percentages of each group selecting structural changes, and best and worst experiences in student teaching. (PD)

ED 097 314 95 SP 008 472  
The Florida Catalog of Teacher Competencies.

First Edition.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Spons Agency—Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 73

Note—441p.

Available from—Panhandle Area Educational Cooperative, Post Office Drawer 190, Chipley, Florida 32428 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, \*Catalogs, \*Performance Based Teacher Education, \*Performance Criteria, Teacher Education Identifiers—\*Competency Lists

This catalog of teacher competencies provides the user with an array of 1,300 competency statements from which descriptions of teachers can be built. The introduction provides a brief history of the development of the catalog and a framework within which to proceed with a competency selection process. The catalog includes: (a) instructions for use of the catalog, (b) descriptions of the two organizational indexing systems used in the catalog, (c) a master list of teaching competencies with related training materials, (d) a sorting of the master list according to teacher behavior, (e) a sorting of the master list according to topic; (f) recommendations for operationalizing competency statements, and (g) examples of competencies in the catalog placed in tentative hierarchies. There are 39 categories to the topic index. The seven major categories of teacher behavior in the teacher behavior index are: (a) assessing and evaluating student behavior, (b) planning instruction, (c) conducting or implementing instruction, (d) performing administrative duties, (e) communicating and interacting, (f) developing personal skills, and (g) developing pupil self. The appendices provide an example of competency selection and sources for materials. (HMD)

ED 097 315 SP 008 473  
Oberteuffer, Delbert, Ed.

Growth Patterns and Sex Education: An Updated Bibliography, Pre-School to Adulthood.

American School Health Association, Kent, Ohio.

Pub Date 72

Note—61p.

Available from—The American School Health Association, Kent, Ohio 44240 (\$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Adults, \*Annotated Bibliographies, \*Audiovisual Aids, Elementary Grades, Secondary Grades, \*Sex Education, \*Sexuality

This five-part bibliography presents materials to assist in conducting successful programs in sex education. Part 1 contains the following materials: (a) publications containing frequent articles on sex, human sexuality, and sex education; (b) special reports, reference lists, and curriculum guides; (c) organizations; and (d) theses and dissertations in human sexuality and/or sex education. Part 2 contains sections with materials specifically for students, teachers and professionals, and parents and other adults. Part 3 lists films for early elementary grades, middle grades, junior and senior high school, and parents. Part 4 lists available audiovisual materials. Part 5 contains the addresses of publishers and distributors of audiovisual materials. Also included are a key and explanation of format. (PD)

ED 097 316 SP 008 474  
Oberteuffer, Delbert, Ed.

Health Instruction Suggestions for Teachers. Revised Edition 1969.

American School Health Association, Kent, Ohio. Pub Date May 69

Note—91p.

Available from—The American School Health Association, Kent, Ohio 44240 (\$2.00)

Journal Cit—The Journal of School Health; v39 n5a May 1969

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Elementary Grades, \*Health Education, \*Learning Activities, \*Preschool Education, \*Secondary Grades

This report on health instruction offers suggestions to stimulate the development of other activities tailored to specific situations. Content outlines suggesting concepts, learning activities, and discussion questions for evaluation are presented for each of the five sections that include preschool through senior high school levels. Topics covered include cleanliness and grooming, health, nutrition, family living, growth and development, environment, and safety. A list of references is provided for each section. (PD)

ED 097 317 95 SP 008 475  
Adams, Doris Hill

In-Service Education for Teachers of Disadvantaged Adults.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Adult Basic Education, \*Inservice Teacher Education, \*Student Motivation, \*Teacher Attitudes

Inservice education for Adult Basic Education (ABE) teachers is a relatively new development, and the teachers need to understand the students' motivation in taking the courses. A brief review of the literature shows that the majority of students attended classes for reasons other than course content. Data gathered in Georgia to examine the discrepancies between ABE students' goals and the teachers' perceptions of these goals revealed significant differences. Teachers gave first ranking to a desire to learn, which students ranked 3rd, "To make my family proud of me" was ranked 7th by teachers and 4th by students; "to get a better job" was ranked 10th by teachers and 5th by students; and "to pass the high school test" was ranked 18th by teachers and 6th by students. Some implications of these differences are discussed, and it is concluded that the teacher needs to understand the students' motives in order to modify the program so that the desired objectives will be reached. (MBM)

ED 097 318 SP 008 476  
Mazon, M. Reyes

Cross Cultural Methods, Experiential Learning-Teaching.

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

Pub Date 73

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Learning Characteristics, \*Learning Processes, \*Student Role, \*Teacher Role

This paper focuses on defining experiential learning. Aspects of experiential and traditional approaches are compared, and a model of the experiential learning process designed to facilitate learning and learning how to learn is presented. Teacher and student roles in experiential training are discussed, and a comparison is made between the role of the experiential teacher and the traditional teacher. In conclusion, the author states that transition from the traditional role to the experiential role is not easy but is essentially a humanizing process. (PD)

ED 097 319 SP 008 477  
Kelly, Thomas J. And Others

Teachers' Perceptions of Behavioral Disorders in Children.

Florida Educational Research and Development Council, Gainesville.

Pub Date May 74

Note—57p.

Available from—W. F. Breivogel, Executive Secretary, Florida Educational Research and Development Council, 126 Building E, University of Florida, Gainesville, Florida 32611 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Behavior Problems, Literature Reviews, \*Surveys, \*Teacher Attitudes, \*Teacher Response

This bulletin reports the findings of a major research study on the perceptions of teachers

concerning behavioral disorders in children. A review of relevant literature includes incidence studies, teacher and clinical judgments, and referral investigations. Participating teachers were asked to respond to three categories of behavioral disorders that were defined on the basis of their broad acceptance by special educators as educational alternatives for the mild, moderate, and severely behaviorally disordered child. The first category includes children with mild behavioral disorders who can be helped adequately by the regular classroom teacher and/or other school personnel through counseling. The second category includes children with moderate behavioral disorders who can remain in school but require intensive help from specialists. The third category includes children with severe behavioral disorders who require assignment to a special class or school. General findings include data concerning the overall incidence of behavioral disorders as perceived by classroom teachers, possible factors related to behavioral disorders in children, and incidence levels in relation to the general category of behavioral disorders in addition to a breakdown with respect to mild, moderate, and severe disorders. Recommendations are made for preservice and inservice training, community agencies, and school districts. A 34-item bibliography is included. (PD)

ED 097 320 SP 008 478

Gerhard, Muriel

**Effective Teaching Strategies with the Behavioral Outcomes Approach.**

Pub Date 71

Note—256p.

Available from—Parker Publishing Co., Inc., West Nyack, New York 10994 (No price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Cognitive Processes, \*Diagnostic Teaching, \*Effective Teaching, \*Questioning Techniques, Teaching Techniques

Identifiers—\*Behavioral Outcomes Approach

This book describes the Behavioral Outcomes Approach that focuses on the development of the thinking processes and is characterized by (a) the establishment of responsive conditions in which children become autonomous learners, (b) the use of structured questions to promote the pupil's use of a variety of thinking processes, and (c) the initial and continuous use of diagnostic tools that help measure and ensure increased effectiveness of results. Chapter 1 analyzes the teaching-thinking-learning process. Chapter 2 discusses revitalizing schools for meaningful and relevant learning. Chapter 3 presents new educational objectives for the future. Chapter 4 presents criteria for "classrooms for thinking." Chapters 5 and 6 discuss the thinking processes as conceptual tools and expanding the conceptual tool kit. Chapter 7 discusses completing the cognitive cycle. Chapter 8 specifies educational objectives, and chapter 9 discusses preparing objectives for classroom use. Chapter 10 presents learning units to promote content and process goals, and chapter 11 presents testing approaches for thinking and subject mastery. Chapter 12 discusses developing responsive pupils and environments, and chapter 13 presents guidelines for implementing the behavior outcomes approach. A bibliography concludes this book. (PD)

ED 097 321 SP 008 479

Harmin, Merrill Gregory, Tom

**Teaching Is...**

Science Research Associates, Palo Alto, Calif.

Pub Date 74

Note—265p.

Available from—Science Research Associates, Inc., 1540 Page Mill Road, Palo Alto, California 94303 (\$5.95)

**Document Not Available from EDRS.**

Descriptors—\*Educational Experience, \*Group Relations, \*Teaching Guides, \*Teaching Skills, \*Teaching Styles

This book is an orientation to teaching designed to help establish a comfortable self-image and to develop appropriate skills. Readings and experiences are presented in the five-part text to aid in this orientation process. Part 1 discusses forming a group that functions as a support system, a human experience resource, and a source of feedback when using this book. Part 2 discusses becoming a learner, and part 3 discusses different teaching styles. Part 4 presents

experiences involving people and things that hurt and help in teaching. Part 5 presents experiences that relate to decision making in teaching. Part 6, entitled "Next Steps," presents some concluding readings in an attempt to wrap up loose ends. A bibliography and appendixes consisting of a rating form, an education directory, and samples of application forms, contracts, and evaluation forms are included. (PD)

ED 097 322 95 SP 008 481

**A Multidisciplinary Graduate Program for Preparation of Educational Research Specialists. Final Report; Personal Assessment and Training Data.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date [73]

Grant—OEG-0-72-4875

Note—42p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

**POSTAGE**

Descriptors—\*Educational Researchers, Educational Technology, Language Instruction, Mathematics, \*Professional Training, Program Development, Program Evaluation, Sciences, Social Psychology

This document is a final report on a multidisciplinary graduate program for the preparation of educational research specialists. The document is organized around a series of questions to which a personalized reply is given. The paramount objective of the program is stated as follows: the improvement of the quality of elementary and secondary education through increasing the availability and capability of four kinds of Ph.D.-level research specialists. The focal point of the plan of course work and educational research for each trainee was one of the following areas: (a) research in science and mathematics education, (b) research in foreign language education, (c) research in developmental-social psychology in education, (d) research methodology and educational technology. The questions solicit answers concerning the following topics: content focus of the program, staff, trainee selection criteria, federal support, and program strengths and weaknesses. Included as appendixes are course requirements and descriptions of the four areas of trainee preparation and individual evaluations for four trainees. (JA)

ED 097 323 SP 008 482

**A Manual for the In-Service Teacher.**

Millersville State Coll., Pa. Educational Development Center.

Pub Date 74

Note—245p.

Available from—Millersville Educational Development Center, Millersville State College, Millersville, Pennsylvania (\$3.00)

EDRS Price MF-\$0.75 HC-\$1.40 PLUS

**POSTAGE**

Descriptors—\*Centers of Interest, \*Inservice Teacher Education, \*Learning Activities, \*Parent Participation

This manual is designed to assist teachers in performing their tasks more effectively. Learning goals and activities are identified for students to accomplish in the following areas: (a) communication, (b) reading, (c) creative writing, (d) social studies, and (e) mathematics. Learning centers and free-choice interest centers are defined. Sample progress reports and contracts are presented. A parent involvement program is also presented. (PD)

ED 097 324 SP 008 483

Sumner, Ray

**Looking at School Achievement. Exploring Education.**

Pub Date 74

Note—108p.

Available from—Humanities Press, Inc., Atlantic Highlands, New Jersey 07716 (\$2.75)

**Document Not Available from EDRS.**

Descriptors—Case Studies, \*Data Analysis, \*Data Collection, Field Studies, \*Research Design, \*Research Methodology, \*Teacher Education

This book is intended to give teacher education students and practicing teachers an introduction to research methods and does so by following the procedures and results of a recent study. Chapter 1 discusses the research problem and the procedures for setting up a research design. Chapter 2 discusses the major stages of field

work. Chapter 3 discusses the treatment of data once it has been collected. Chapter 4 discusses the joint analyses of variables. Chapter 5 discusses the advantages of the combining objective data and the interview. Chapter 6 discusses the case study in relation to research. Chapter 7 deals with findings, their relevance and implications. Appendixes include a summary of pupils' essays, an abstract of teachers' contributions, and a summary of responses. (PD)

ED 097 325 SP 008 485

Benz, Marion H. Pearson, Lois W.

**APACE Program: A Personalized Approach to Competency-Based Teacher Education. Third Revision.**

State Univ. of New York, Buffalo. Coll. at Buffalo.

Pub Date Sep 73

Note—84p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

**POSTAGE**

Descriptors—\*Course Objectives, \*Evaluation Methods, \*Individualized Programs, \*Learning Activities, \*Performance Based Teacher Education

Identifiers—\*APACE

This packet of learning plans focuses on personalizing the teacher education experience through the APACE program (A Personalized Approach to Competency-Based Education). A rationale, objectives, learning activities, and evaluation procedures are presented for specific topics in the areas of the nature of learning, planning, teaching, knowledge of curriculum, diagnosis and evaluation, the self as teacher, and technical writing. Learning activities include reading, auditory and visual experiences, observation, and field experiences. Suggested evaluative alternatives include papers, conferences, seminars, testing, and miniteaching. (PD)

ED 097 326 SP 008 487

Quigley, Lawrence

**A Systematic Approach to Renewal of Public Education in Massachusetts.**

Pub Date 74

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

**POSTAGE**

Descriptors—\*College School Cooperation, \*Educational Change, Interagency Cooperation, \*Interinstitutional Cooperation, \*Public Education, State Departments of Education, Systems Approach, \*Teacher Centers, Teacher Education

Identifiers—\*Massachusetts

In the belief that the lack of dissemination of ideas is the cause of the static quality of education today, this paper proposes an interrelationship between local school systems, state department of education, regional U.S. Office of Education, educational cooperatives, teacher education institutions, and other ancillary social agencies. To bring about an effective linkage with the state education department, it is stated, a state college is in a unique position to be a catalyst: two state agencies are thus more effectively able to join forces with the local district and regional groupings of districts and help coordinate projects and assure more effective planning, continuity, and long-term development. It is further held that a practicum which blends preservice through inservice education becomes viable in the central institution, which is the teacher center. The overall plan is described in the first chapter. Chapter 2 details a systematic approach for a public education renewal system and describes each component organization. Chapter 3, entitled "A Life-Style of Learning," discusses a multidisciplinary approach, the affective domain, affective dimensions, and the art of learning. Chapter 4 quotes research on teacher centers and defines their role in educational renewal. Chapter 5 briefly describes the need for state commitment for such a plan. (JA)

ED 097 327 SP 008 489

**Teacher Preparation Evaluation Program (TPEP). AACTE Leadership Training on FBTE. Abstract.**

Western Kentucky Univ., Bowling Green.

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

**POSTAGE**

Descriptors—Curriculum Evaluation, \*Evaluation, Followup Studies, \*Models, \*Student Teachers, Teacher Education

The background of this abstract is the involvement of Western Kentucky University in an evaluative study designed to determine the feasibility of implementing a model such as the one described in Sandefur's "An Illustrated Model for the Evaluation of Teacher Education Graduates." The purposes of the study are as follows: (a) to aid faculty and administrators concerned with teacher preparation in making decisions pertaining to curriculum evaluation and development and (b) to test the feasibility of conducting the evaluation model with the scope and complexity as suggested. Selected student teachers were analyzed and observed by means of specific measurement instruments. The abstract describes the methods and procedures of the study including the preplanning phases, the selection of subjects, instruments used, the training of observers, the collection of data, and data analysis. (JA)

**ED 097 328** SP 008 490  
CUETEP: Central University's Elementary Teacher Education Program.  
North Carolina Central Univ., Durham.  
Pub Date 73  
Note—8p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Elementary School Teachers, Microteaching, \*Performance Based Teacher Education, Performance Criteria, Teacher Behavior, Teacher Role

The goal of North Carolina Central University's "new" program is to design a sequence of experiences that will prepare teachers who demonstrate their competence in terms of agreed-upon behaviors. The first component is divided into nine module clusters. The modules in the component relate to the job of the teacher, innovations which are precipitating changing roles for teachers, the teacher as a member of a profession with the responsibilities which a member of a profession has to his constituents and to his profession, the opportunities for supportive roles in education, research on teacher effectiveness and its measurement, and observation experiences. The second course includes three minicourses. One minicourse focuses on the historical and philosophical foundations, a second one is concerned with the sociological foundations, and the third centers on the modern elementary school. The senior semester teaching block contains simulated microteaching of specific strategies in the basic instruction areas (reading, mathematics, and social studies); media workshops to prepare teaching tools and visual aids; and role playing to solve social problems. (JA)

**ED 097 329** 95 SP 008 491  
Masla, John A. Arends, Robert L.  
Related Problems and Strategies for the Development and Implementation of CBTE Programs.  
State Univ. of New York, Buffalo. Coll. at Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.  
Pub Date Feb 73  
Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Change Strategies, \*Educational Development, \*Performance Based Teacher Education, \*Program Development, Teaching Skills

This paper discusses aspects of competency-based teacher education in order to provide useful information for developers. Some essential elements of a competency-based program are described, and three approaches for bringing about programmatic and organizational changes necessary for competency-based program development are defined. Advantages and disadvantages are listed for each of these approaches. Problems that reflect a variety of strategies employed in programs at the State University College in Buffalo, New York are identified and discussed: (a) the identification and verification of competencies, (b) the development of a delivery system, (c) the initial involvement of faculty, (d) the degree of field-centeredness, (e) the dilemma of assessment and record keeping, and (f) scheduling for individualized and self-paced instruction. A five-item bibliography is included, and "Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Program" is appended. (PD)

**ED 097 330** 95 SP 008 492  
Arends, Robert L.  
Developing and Implementing a Program (Professional Aspect).

State Univ. of New York, Buffalo. Coll. at Buffalo.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.  
Pub Date [73]

Note—39p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Educational Objectives, \*Educational Programs, \*Performance Based Teacher Education, \*Program Design, \*Program Development

**Identifiers**—\*Module Clusters  
This eight-part document describes a process of developing and implementing a competency-based teacher education program that considers the present teacher education program and provides for the translation of courses in a competency mode. This approach involves a delivery system built around the module, module cluster, and components. Part 1 describes the rationale for using the module cluster approach. Part 2 examines the entire system from modules through components and how these interrelate to form a program. Part 3 examines the format for a module and explains the different types of modules that can be developed and how modules can be sequenced to move from the cognitive to the consequential. Part 4 suggests one way to move from goals to objectives to modules. Part 5 focuses on the need for a taxonomy of goals to produce a program that meets the gestalt of teaching and provides an effective guidance system. Part 6 focuses on the supportive services to implement a modular approach and some of the problems that may arise. Part 7 provides sample module clusters to demonstrate an ongoing product. Part 8 lists materials available to assist in the development of a program. (PD)

**ED 097 331** SP 008 493  
deVries, Herbert A.  
Physiology of Exercise for Physical Education and Athletics. Second Edition.  
Pub Date 74  
Note—526p.

Available from—William C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$10.95)

Document Not Available from EDRS.

**Descriptors**—\*Anatomy, \*Athletic Coaches, \*Athletics, \*Exercise (Physiology), Motor Reactions, \*Physical Education

This three-part text, which is concerned with human functions under stress of muscular activity, provides a basis for the study of physical fitness and athletic training. Part 1 reviews pertinent areas of basic physiology. Muscles, the nervous system, the heart, respiratory system, exercise metabolism, and the endocrine system are reviewed. Part 2 directly relates physiology to practice in physical education and discusses physical fitness, metabolism and weight control, prophylactic and therapeutic effects of exercise, electromyography in physiology of exercise, muscle soreness, and environment and age in relation to exercise. Part 3 relates the principles of physiology directly to the problems of the athletic coach and emphasizes areas of practical importance. Physiology of muscular strength, development of endurance, efficiency of muscular activity, speed, flexibility, warming-up, nutrition, special aids to athletic performance, and the female in athletics are discussed. The final chapter, entitled "The Unified Athlete: Monitoring Training Program," is a summary designed to encourage coaches to apply the principles of exercise physiology to their work on the athletic field. A bibliography is included at the end of each chapter. (PD)

**ED 097 332** 95 SP 008 494  
Thompson, Jean F. Boineau, Barbara R.  
F.O.O.D. for Thought: Focus on Optimal Development of the Child, Primary Level. Teaching Activities in Nutrition, Physical and Mental Health, and Learning Abilities.  
Durham City Schools, N.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Grant—OEG-0-71-3673  
Note—93p.

Available from—Mrs. Annabelle D. Selph, Director, Project F.O.O.D., P.O. Box 2246, Durham, North Carolina 27702 (No price quoted)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**  
**Descriptors**—\*Class Activities, Lesson Plans, \*Mental Health, \*Nutrition, \*Physical Health, Primary Grades, \*Skill Development  
**Identifiers**—Project F.O.O.D.

This booklet presents 32 teaching activities for 6-, 7-, and 8-year olds, providing individual lessons designed to promote better skills and understanding in the areas of nutrition, mental and physical health, and learning abilities. The activities are divided into four sections on nutrition, physical health, mental health, and developmental skills, each containing eight lessons. One objective, steps for the activity, materials, and time needed are specified for each activity. Procedures are suggested, and teaching notes and resources used by experienced teachers are included. (PD)

**ED 097 333** SP 008 496  
Teacher Activity Survey.  
Delaware Univ., Newark. School of Education.  
Pub Date Apr 73  
Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Opinions, \*Questionnaires, \*Teacher Attitudes, Teacher Behavior, \*Teachers, \*Teaching Methods, \*Teaching Skills

The purpose of this survey is to determine what teachers think are (a) the relevant teaching activities, skills, or procedures and (b) the appropriate time and place to develop competence in an activity. Multiple choice responses are given for each of the following teacher activities: (a) utilize more than one approach to controlling and motivating behavior, (b) involve pupils in deciding on acceptable pupil behavior, (c) reinforce acceptable behavior of pupils, (d) identify sources of deviant behavior, (e) intervene appropriately and consistently in deviant behavior, (f) initiate case studies when behavior continually obstructs learning activities, (g) determine sources of interpersonal conflicts, (h) assist in the resolution of interpersonal conflicts, (i) distinguish between habitual and temporary deviant behavior and interpersonal conflict, (j) involve pupils periodically in self-evaluation and control of behavior, and (k) use consultation from colleagues and paraprofessionals in dealing with behavior direction. The responses are meant to gauge the subject's use and feeling concerning each activity. (JA)

**ED 097 334** SP 008 498  
Mohr, Paul B. And Others  
Competency-Based Teacher Education.  
Florida A and M Univ., Tallahassee. School of Education.  
Pub Date Feb 73  
Note—28p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Cross Cultural Training, Inter-group Relations, Microteaching, Peer Teaching, \*Performance Based Teacher Education, \*Preservice Education, \*Program Development, \*School Community Cooperation, Simulation, Teacher Orientation

This document describes the Competency-Based Teacher Education program at Florida A&M University (known as FAMU-CBTE) designed to permit teacher education trainees to become actively involved with youth at every stage of their university training. Theoretical aspects of learning to teach are transmitted through the use of training modules, conferences, and seminars. Development of the practical skills of teaching is accomplished through a variety of first-hand experience with young people of multi-cultural, multi-racial, and multi-class backgrounds in school and community settings. Other experiences consist of microteaching, peer teaching, simulation, and actual classroom teaching. The following aspects of the program are included in this report: (a) reasons for a CBTE program, (b) faculty orientation and development, (c) program goals, (d) prototypes of FAMU-CBTE programs at the elementary and secondary levels, (e) adaptations of FAMU-CBTE programs, (f) inter-institutional relations, and (g) evaluation. A 12-item bibliography is included. (PD)

## ED 097 335

SP 008 499

Stinnett, T. M.

A Manual on Standards Affecting School Personnel in the United States. 1974 Edition.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Jun 74

Note—191p.; Formerly a Manual on Certification Requirements for School Personnel in the United States

Available from—National Education Association, Order Department, Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1346-8-00, \$6.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Standards, \*Accreditation (Institutions), Administrative Personnel, \*Certification, School Personnel, \*State Standards, Teacher Certification, \*Teacher Education, Teachers Colleges

This three-chapter manual provides a national picture of certification and accreditation requirements. Chapter 1 provides a summary of standards and practices in teacher education, certification, and accreditation. Also included are data collected from a survey questionnaire on standards and requirements in effect in 1973. A summary of responses from the participating state directors of teacher education and certification include the following topics: (a) personnel required by state law or regulation to hold a certificate; (b) minimum requirements for elementary and secondary school teachers; (c) advanced preparation required; (d) academic, special subject, and general requirements; (e) approved-program approach; (f) reciprocity; (g) governance; (h) accountability; (i) requirements for administrators; and (j) auxiliary school personnel. Chapter 2 contains a state-by-state listing of certification requirements for teachers, supervisors, administrators, and special school service personnel. Chapter 3 includes the following tabular data: (a) classification of approved teacher education institutions according to function and control; (b) standards used by states for approval of teacher education; (c) number of approved teacher education institutions and types of approval/accreditations; (d) classification of approved teacher education institutions according to highest education degree offered; and (e) a state-by-state listing of approved teacher education institutions, types of accreditation, and types of programs and degree levels for which approved. (PD)

## TM

## ED 097 336

TM 003 861

Faulstich, Ronald L.

The New Definitions of Test Fairness in Selection: Developments and Implications. Research Memorandum No. 73-17.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-73-17

Pub Date Sep 73

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Models, \*Selection, \*Test Bias, \*Testing Problems

Complexities of test fairness are described in nontechnical language, and their implications for the selection procedures practiced in our society are discussed. Four clearly distinguishable models of fair selection are presented: the Cleary, or traditional, model; the Cole model; the Thorndike model; and the Darlington model. A distinction is made between the use of tests in a manner which is "fair", and the concept of "test bias", which most frequently refers to the content of the items of the test, regardless of any particular use to which the test is being put. It is possible to conceive of a biased test being used in a fair manner, and also possible to imagine an unbiased test being used unfairly. This discussion concerns the use, rather than the content, of tests. (RC)

## ED 097 337

TM 003 898

Sadacca, Robert Brackett, Joan

The Validity and Discriminatory Impact of the Federal Service Entrance Examination.

Urban Inst., Washington, D.C.

Spons. Agency—Ford Foundation, New York, N.Y.

Pub Date Sep 71

Note—32p.

Available from—Publications Office, The Urban Institute, 2100 M St. N.W., Washington, D.C. 20037 (\$1.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Comparative Analysis, \*Government Employees, Negroes, Personnel Selection, \*Racial Discrimination, \*Screening Tests, \*Test Bias, \*Test Validity

Identifiers—\*Federal Service Entrance Examination

The Federal Service Entrance Examination (FSEE) is one of the competitive examinations used to screen junior level applicants for managerial, technical, and professional occupations in some 50 U. S. Government agencies. It consists of 95 objective test questions designed to measure the applicant's vocabulary, reading comprehension, knowledge of English usage, and ability to reason quantitatively in solving problems with numbers. The objective of this research is to provide information relevant to two questions: (1) Is there sufficient evidence that the FSEE is screening out applicants who would have done more poorly in Federal service than those who pass the test to warrant the continued use of the FSEE? and (2) Do proportionately fewer black applicants pass the FSEE than white applicants? The validity of the FSEE is explored, and the results of analyses of data obtained from the Civil Service Commission are presented. FSEE passing rates are compared for students from black and white colleges. It is concluded that the use of the FSEE is unfairly discriminatory to many black applicants, and its use should be suspended pending strong evidence of its validity. (Author/RC)

## ED 097 338

TM 003 906

Hall, George L., Jr.

Assessing Staff Effectiveness: Practical Approaches to Meaningful Evaluation.

Pub Date [74]

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrator Role, Beginning Teachers, \*Evaluation Criteria, \*Evaluation Methods, Principals, \*Teacher Evaluation

Effective methods for evaluating the first-year, the third-year, the fifth-year, the teacher with 10 or more years experience, and the teacher with a master's degree are outlined. Each area is described in terms of the uniqueness and the problems or advantages it represents for the evaluator. Points discussed include setting objectives, evaluation criteria, classroom visitation, conferences, and analysis of past performance. It is emphasized that evaluation be an honest and helpful tool for both the teacher and the evaluator. (RC)

## ED 097 339

TM 003 909

Echternacht, Gary J. McCaffrey, Patty J.

The Use of Certified Mail in Mail Surveys.

Research Memorandum No. 73-25.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-73-25

Pub Date Oct 73

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cost Effectiveness, \*Surveys

Identifiers—Certified Mail, \*Response Rate

The cost effectiveness of using certified mail as a device to raise response rates in mail surveys is investigated. Of the three optional services offered by the Post Office when sending certified mail, the base certified rate was recommended, since the Post Office often failed to perform the more expensive services. A sample of 120 students from 30 schools was used, with two males and two females participating from each school. Continuing for 19 days after the mail-out date, the experiment randomly assigned people from the same sex and school to either a certified mail group or a first-class mail group. The overall difference in response rates appeared to be appreciable. The cost effectiveness of using certified mail for a 10 item and a 150-item questionnaire was then formulated. The results indicated that the most cost effective plan was the use of certified mail with the long questionnaire and first-class mail with the short one. It was recommended that the cost effectiveness of mail survey plans be calculated prior to their implementation. (SE)

## ED 097 340

TM 003 914

Allen, Carter And Others

A Training System in Self-Evaluation Using the Discrepancy Evaluation Model.

Virginia Univ., Charlottesville. Evaluation Research Center.

Spons. Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 10 Apr 74

Note—30p.

Available from—Evaluation Research Center, 164 Rugby Road, Charlottesville, Virginia (\$3.00)

Document Not Available from EDRS.

Descriptors—Cybernetics, Educational Assessment, Educational Change, \*Evaluation Methods, \*Institutional Research, Models, \*Program Evaluation, \*Self Evaluation, Training

Identifiers—Discrepancy Evaluation Model

The basic structure and concepts of a system for training program staff in self-evaluation are described. This training system aims to be competency-based and largely self-instructive. This paper is the first component in the training system and serves as an introduction and description of the rest of the system. (Author)

## ED 097 341

TM 003 915

Flint, Betty M.

The Flint Infant Security Scale for Infants Aged 3 to 24 Months.

Toronto Univ. (Ontario). Guidance Centre.

Pub Date [74]

Note—22p.

Available from—Guidance Centre, 1000 Yonge Street, Suite 304, Toronto, Ontario M4W2K8 (Catalogue No. 742, Scoring booklet [single copy \$0.30, Scoring Booklet [pkg/10] \$1.25, Specimen set \$1.55, accompanied by remittance in full up to \$5.00)

Document Not Available from EDRS.

Descriptors—\*Behavior Rating Scales, \*Infant Behavior, Parent Child Relationship, Preschool Tests, \*Psychological Testing, \*Security

Identifiers—Canada, \*Flint Infant Security Scale

The Flint Infant Security Scale measures an infant's behavior in order to establish the child's ability to accept dependence upon their caretaker and to put forth effort when the occasion calls for it. Both these aspects of behavior are reflections of the child's sense of security and feeling of self-worth. The Scale, consisting of the Manual and the Scoring Booklet, reveals the extent of compatibility that exists between the mother or caretaker and the child, so that weaknesses may be identified and adjustments undertaken. When the "psychological parent" of the child is a caretaker other than the natural mother or father, the Scale proves of special value to physicians, social workers, and child care agencies responsible for adoption placements and foster care. The Manual discusses the theory behind the Scale and gives directions for administration, interpretation, and scoring. The method of development, validity and reliability, and distribution and range of scores are detailed also. The Scoring Booklet contains questions to show positive or negative behavior in situations common to young children and apparatus for determining the score of the observed child. (Author)

## ED 097 342

TM 003 918

Iwanicki, Edward F.

Activity Analysis: An Approach to Improving the Evaluation Design of Ongoing Educational Programs.

Pub Date [Apr 74]

Note—16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication Problems, Consultants, Educational Programs, \*Evaluation Methods, \*Formative Evaluation, \*Objectives, \*Program Administration, \*Program Evaluation, Summative Evaluation

Problems are frequently encountered when attempting to improve the evaluation design of an ongoing educational program which has not made adequate provisions for evaluation. Usually the objectives of such a program are too global to guide the evaluator in the development of a more functional evaluation design. This paper presents a discussion of the activity analysis approach which is helpful in such a situation to obtain in-

formation needed in the development of an improved evaluation design. Once this information has been obtained it can be used by an evaluator in the development of a more comprehensive evaluation design for the ongoing program. (Author)

**ED 097 343** TM 003 919  
Holden, H. Dale

Evaluating a Career Education Program With IBE.

Pub Date [Apr 74]

Note—12p.; Paper presented at a Joint Session of the American Educational Research Association and the National Council on Measurement in Education (Chicago, Illinois, April, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Career Education, Curriculum Development, \*Evaluation Methods, Information Utilization, \*Program Evaluation

Identifiers—IBE, \*Information Based Evaluation

Major career education concepts were infused into the total curriculum in District II of Richland County in Columbia, South Carolina. Six major areas of emphasis were identified reflecting district thinking and national trends: self awareness; decision-making; career awareness; attitudes and appreciations; economic awareness; and educational awareness. Information Based Evaluation Exchange (IBEX) was chosen to evaluate this effort. Workable definitions of career education and evaluation were arrived at through conferences with principals and administrators and the IBEX staff. The three major components on which IBE rests: information users, information domains, and evaluation questions, were carefully reviewed and given priority ranks in the evaluation. Major concerns in terms of evaluating the program which, in essence, were inadequacies that the staff of District II had experienced with other programs and program evaluations, were formulated. Overall, IBEX proved to be an integral part of the change process in the district. However, because the post-test data has not yet been collected and analyzed, the results of the first year's effort are not yet known. (RC)

**ED 097 344** TM 003 954  
Harsh, J. Richard

The Forest, Trees, Branches and Leaves, Revisited—Norm, Domain, Objective and Criterion-Referenced Assessments for Educational Assessment and Evaluation. AMEG Monograph No. 1.

Association for Measurement and Evaluation in Guidance, Washington, D.C.; California Personnel and Guidance Association, Fullerton.

Pub Date Feb 74

Note—15p.

Available from—California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631 (\$1.00)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Criterion Referenced Tests, Educational Assessment, \*Educational Testing, \*Norm Referenced Tests, \*Standardized Tests

Identifiers—\*Domain Referenced Tests

It is argued that, by design, norm-referenced tests (NRT) and criterion-referenced tests (CRT) are conceived with different frames of reference. They are not totally exclusive of each other, but they do direct attention to different uses and references for information and decision making. Their combined contributions allow a more detailed and comprehensive means of assessing the outcomes of an educational program. A historical perspective is given of the two types of tests and NRTs are discussed as to sampling and purposes. Different types of tests are designed to sample different universes and norm-, objective-, and criterion-referenced tests are distinguished in aspects of design, development, use, and interpretation. Several of the nationally-normed achievement tests may exhibit characteristics of both NRTs and CRTs to a greater or lesser degree, according to how CRTs are defined. Criteria for evaluating educational programs, performance objectives, and the criteria of educational progress are discussed, as well as the feasibility of using CRTs in large-scale or national programs. (RC)

**ED 097 345** 88 TM 003 958  
Pontiac Objective Referenced Test Pre-School Assessment, Early Childhood Education Program: 1972-1973.

Pontiac City School District, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—60p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Behavioral Objectives, Careers, Cognitive Ability, \*Criterion Referenced Tests, Kindergarten, Language Skills, \*Preschool Tests, Psychomotor Skills, \*School Readiness Tests, Self Actualization

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Pontiac Objective Referenced Test

This objective referenced test for an early childhood education program was written after examination of approximately 20 tests designed for evaluation of preschoolers. The test measures the attainment of performance objectives in self-awareness, language skills, cognitive skills, career awareness, and determines whether youngsters are ready for the experiences they will encounter in kindergarten. Directions for administering this individualized test are included as well as directions for scoring. A list of inexpensive and easily obtained materials needed for the test is included. (RC)

**ED 097 346** TM 003 961  
Pickard, H. Stuart Schweiker, Robert F.

Example of Initial Goal-Setting and Need Identification in Some New Hampshire School Districts. New Hampshire State Dept. of Education, Concord.

Pub Date [74]

Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Assessment, \*Educational Needs, \*Educational Objectives, Parent Attitudes, Student Attitudes, Teacher Attitudes

Identifiers—New Hampshire

Three school districts are examined in terms of what educational objectives are important and how well the schools are meeting these objectives. The first district incorporated goals listed by Phi Delta Kappa and questioned grade 5 parents, high school and junior high school students, and elementary, junior high school, and high school teachers as to perceived importance and performance standards for the 18 objectives. A table is presented showing areas of agreement between the groups, and there is a fairly high agreement within each group between the ranking of goals on importance and performance. The second school district used a similar method but did not divide parents, students, or teachers into subgroups. General agreement resulted on the relative importance of the goals, although there was less agreement on the areas of educational needs. The third district did not use general goals, defined in a questionnaire, but elicited five educational priorities from parents in the district. (SE)

**ED 097 347** TM 003 962  
Measurement for Self-Understanding and Personal Development: Proceedings of the 1973 Invitational Conference on Testing Problems (34th, New York Hilton, November 3, 1973).

Educational Testing Service, Princeton, N.J.

Pub Date 74

Note—78p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$3.00)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Career Planning, Computer Oriented Programs, \*Conference Reports, Conflict Resolution, Counseling, Guidance, \*Individual Development, Interest Tests, \*Measurement, Measurement Goals, Moral Development, \*Self Actualization, Testing, Universities

Identifiers—Cognitive Style

The eight papers presented at the 1973 Invitational Conference on Testing Problems were primarily concerned with proposed changes in the evaluation of psychometric testing: what its purposes are and how best to use these test results in the development of the individual and his con-

cept of himself. The emphasis of the papers lies in a more direct involvement of the examinee with his scores and what they mean. Topics include the development of moral stages, interest tests and how they can be used in guidance, affective response tendencies and self-understanding, a cognitive style perspective on evaluation and guidance, test information in counseling, a computer based system for career decision-making, an analysis of the implications of measurement, and conflict resolution in a university setting. A description of the general orientation of the program and references for each of the papers are included. (SE)

**ED 097 348** 95 TM 003 963  
Vandermyn, Gaye

National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.

Education Commission of the States, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—26p.

Available from—Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*Educational Assessment, \*Information Utilization, National Norms, \*National Surveys, Racial Differences, Social Differences, \*Test Interpretation, Test Results

Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) was created in 1969, and its goals were twofold: to make available the first comprehensive data on the educational attainments of young Americans in 10 learning areas and to measure any growth or decline that takes place in the educational attainments of young Americans. In 7 of the 10 learning areas surveyed nationally—reading, writing, science, music, citizenship, social studies and literature—achievement levels for the poor, the black, those who live in the inner city, in rural communities or the Southeast fall consistently below that of the nation as a whole. Young people who live in the Northeast or in suburban communities, or whose parents had the advantage of post-high school education, consistently demonstrated higher levels of skills and knowledge than the nation as a whole. The remainder of the report is concerned with the assessment of NAEP findings by educators, federal agencies and NAEP, research applications, aiding state efforts, NAEP and local school districts, teacher training and NAEP, and the present and future of NAEP. (RC)

**ED 097 349** 95 TM 003 966  
Bosco, James J.

The Processing Speed of Humans on Various Visual Tasks: An Analysis of Relationships. Final Report.

Center for Educational Studies, Grand Rapids, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 74

Grant—OEG-5-72-0052

Note—53p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Cognitive Processes, College Students, Conceptual Tempo, Individual Differences, Predictor Variables, Reaction Time, Task Performance, \*Tests, \*Visual Perception, \*Visual Stimuli

Identifiers—\*Visual Perceptual Speed

The purpose of this study was to examine the relationship between the various techniques used to estimate the time required by the human to process a visual stimuli, i.e., recognize a stimulus input into the visual perceptual system. Sixteen tests of visual processing speed were administered to 110 undergraduate students. In summary, scores tended to be only slightly correlated. The largest correlations were produced by various forms of the same technique, i.e., tachistoscope test with numbers and tachistoscope test with letters. Given the generally low intercorrelations, the factor analysis did not yield interpretable factors across various types of tests. Data produced by this study indicates that estimates of the

processing speed of individuals tend to be inconsistent across various types of tasks. The notion of perceptual style as characterized by processing speed seems invalid given the use of the tests included in this study. (Author/RC)

**ED 097 350** TM 003 978

Valentine, Lonnie D., Jr. Cowan, Douglas K. Comparability Study of Armed Services Vocational Aptitude Battery Scores from Answer Sheet and Answer Card Administration. Final Report.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div. Report No.—AFHRL-TR-73-55

Pub Date Jan 74

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Answer Sheets, \*Comparative Analysis, Military Personnel, Occupational Tests, \*Response Mode, \*Scores, Testing, Test Results, Vocational Aptitude

Identifiers—\*Armed Services Vocational Aptitude Battery

Armed Services Vocational Aptitude Battery (ASVAB) Form 2 was standardized for Digitek answer sheets. In September 1973, the Digitek scoring facility at Randolph AFB will be inadequate to handle anticipated scoring load. Consequently, ASVAB answer forms have been redesigned for processing via a Hewlett-Packard mark-sense reader from IBM card size forms which are more compressed than was the Digitek form. Score comparability from administrations on the two answer forms was investigated. It was found that the answer form change had negligible effect on average examinee performance overall score distributions, or correlations among the battery's tests. Significant interaction between initial ability (as measured by the Armed Forces Qualification Test) and answer form used was found for two tests (Word Knowledge and Coding Speed); however the interaction did not follow a clearcut pattern. It was recommended that existing ASVAB conversion tables continue in use until completion of a full restandardization study. (Author)

**ED 097 351** TM 003 979

Stepp, Ernel, Jr.

Evaluation of Regional Educational Agencies:

General Design, Instruments, and Bibliography.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date 2 Jan 74

Note—188p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS**

#### POSTAGE

Descriptors—\*Bibliographies, \*Cooperatives, Cost Effectiveness, Data Analysis, Decision Making, \*Educational Assessment, Educational Needs, Educational Planning, Educational Policy, Educational Research, \*Evaluation, Formative Evaluation, Information Processing, Information Systems, Management Systems, Measurement Techniques, Problem Solving, Program Effectiveness, Program Evaluation, \*Regional Programs, Summative Evaluation

Identifiers—Educational Cooperatives, \*Regional Educational Agencies

One form of Regional Educational Agency (REA) is the Educational Cooperative, which was under field development for several years by the Appalachia Educational Laboratory, Inc. (AEL) and the United States Office of Education. The program included an evaluation effort, and the general design, instrumentation, and comprehensive bibliography for that effort are presented herein. The general design is from the perspective of the cooperative, or REA, as organization qua system for problem-solving and decision-making, and some of the ideas may be of use in evaluations of REAs. The instrumentation and bibliography cover areas such as needs assessment, planning, evaluation, and organizational management, and other REAs may find some use for the information on instrumentation and bibliography. A formal statement of the development aspects of the program may be found in the monograph, The Educational Cooperative: A Design for a Regional Educational Agency by Hayes Wilcox, et al. through AEL, Inc. (Author)

**ED 097 352** TM 003 980

Schweiker, Robert F.

Identifying an Educational Need: Survival Skills in Arithmetic. A Real Situation and an Example of the Process.

New Hampshire State Dept. of Education, Concord.

Pub Date [74]

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Arithmetic, Educational Assessment, \*Educational Needs, \*Money Management, Test Results

Identifiers—\*New Hampshire

One model of educational needs assessment stresses: (1) deciding what students should learn in school, (2) measuring whether they learn it, and (3) looking at gaps between desired learnings and actual learnings to identify educational needs and priorities. In this study, it was assumed that practically all students should master consumer-producer-citizen arithmetic applications prior to leaving school. Data from the 1970 and 1971 testing programs showed how New Hampshire grade 10 students marked test items relating to such applications. The data for seven items are presented and discussed. The data suggest that a great many students were seriously deficient in performing simple arithmetic applications that may be important for everyday adult living (survival skills). How serious this is cannot be determined by one person, it must be decided by parents, citizens, students, teachers, school administrators, and finally by school board members. (Author/RC)

**ED 097 353** TM 003 981

Annual Statistical Report for Calendar Year 1973 of the GED Testing Service, American Council on Education.

American Council on Education, Washington, D.C. General Educational Development Testing Service.

Pub Date [74]

Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Annual Reports, \*Educational Certificates, \*Equivalency Tests, \*High Schools, \*Statistical Data

Identifiers—GED, \*General Educational Development Test

Data are presented for applicants taking the test of the General Educational Development Testing Service (GEDTS) under these categories: United States, states and territories, VA hospitals and GEDTS offices, Canada and provinces, and high school level GED testing at official centers from 1949-1973 for veterans, nonveterans, and unclassified personnel. Data are broken down for 1973 as follows: official GED Centers in operation, number tested, and examinee characteristics such as average age, average years of schooling, percentage planning further study, and percentage failing to meet state standards. Data for all the aforementioned geographic localities are also presented indicating by numbers which of the 13 forms of the GED were administered in 1973. A table listing the numbers of state high school diplomas or certificates issued by departments of education in 1973 is also included. (RC)

**ED 097 354** 95 TM 003 982

Cooke, Robert A. And Others

Assessment of a Structural/Task Approach to Organization Development in School Systems.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 74]

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Decision Making, \*Feedback, Formative Evaluation, \*Intervention, \*Models, Organizational Change, \*Organizational Development, Problem Solving, Program Evaluation, \*School Districts, Surveys

The study focuses on the survey Feedback-Problem Solving-Collective Decision intervention, a structural/task-oriented approach to planned organizational change. The objective of this research program is to further refine an organizational development approach which provides schools with a structure consistent with the environment of educational systems, the professional capacities of school personnel, and the inherent demands of the educational technology. A modified and abbreviated version of this district-

level intervention was pilot tested and evaluated in a previous action-research project. The pilot program focused on the superimposition of complementary collective decision structures over the existing authority configuration in schools through the use of survey feedback and problem solving processes. The intervention succeeded in increasing organizational flexibility and adaptability by providing for problem identification, solution generation, and change initiation at the faculty level. Product evaluation confirmed that the structural intervention brought about significant favorable changes in teacher work attitudes and perceptions of collectivity in organizational decision processes. (Author/RC)

**ED 097 355** 95 TM 003 983

Love, John M.

Assessment Using an Observation Procedure in the Cognitively Oriented Curriculum.

High/Scope Educational Research Foundation,

Ypsilanti, Mich.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date [Apr 74]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Classroom Observation Techniques, Cognitive Development, \*Cognitive Measurement, Cognitive Processes, Elementary School Curriculum, Interaction, Program Evaluation, \*Teacher Behavior

Identifiers—Follow Through, Systematic Classroom Observation Pupil Experience, Systematic Classroom Observation Teacher Experience

In the High/Scope Cognitively Oriented Curriculum, teachers create an environment in which students develop and apply cognitive capacities in the areas of classification, seriation, spatial and temporal relations and in the process of representation to the widest ranges of materials and subjects. Learning takes place through the child's manipulation and experimentation with objects and through his experiences with the cognitive goal areas incorporated into his activities by the teacher. The observation procedure used is SCOPE (Systematic Classroom Observation of Pupil Experience) and consists of six broad categories: (1) child-adult contacts, (2) child-child contacts, (3) child-material contacts involving reading or writing, (4) child-material contacts not involving reading or writing, (5) lone, and (6) group size. A separate instrument for coding teacher behavior, SCOTE, was also created. Since classroom behaviors are directly relevant to curriculum goals, observational data can be used for assessing success in meeting those goals. The intensive data on individual children may serve a useful formative function since a profile of the interaction patterns of the children can be provided to the teacher. (Author/RC)

**ED 097 356** TM 003 985

Wilkin, Herman A. Moore, Carol Ann

Cognitive Style and the Teaching Learning Process.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Mental Health

(DHEW), Bethesda, Md.

Pub Date [Apr 74]

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Cognitive Processes, Individual Characteristics, \*Individual Differences, \*Learning Processes, Perception, Problem Solving, Reinforcement, Social Behavior, Students, \*Student Teacher Relationship, Teaching Styles

Identifiers—\*Cognitive Style, Field Dependence

The import of cognitive style research for educational problems and research is discussed. Topics covered include a definition of "cognitive style," particularly "field dependence/independence," individual differences in personal characteristics associated with differences in perceptual mode (field independence) relevance of cognitive style research to educational research, a review of research relating differences in cognitive style to individual differences in teaching and learning, and possible directions for future research. (Aut' or)

**ED 097 357** TM 003 986  
Pfaff, Judy K. Schmidt, William H.  
Mastery Learning Strategies Applied to the Teaching of Statistics.  
Pub Date [74]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Academic Achievement, Diagnostic Tests, \*Graduate Students, \*Learning Processes, Pretests, \*Statistics, Teaching Methods  
Identifiers—\*Mastery Learning, Midterm Examinations

The purpose of this study is to describe and compare the performances of students in a beginning course in educational statistics. Modified mastery learning strategies such as the use of a pretest, diagnostic tests, parallel midterms, and an extended time allowance to master the content were employed during the course. Data was available on 359 graduate students over a 2-year period. The results of this nonexperimental study support the usefulness of the pretest; show that grades improve when more diagnostic tests are taken; scores almost always increase with the second parallel midterm; increased time is accompanied by decreased performance; masters students always do better than doctoral students; and the classes in which the mastery strategies were used were about the same overall as previous classes. (Author)

**ED 097 358** TM 003 987  
Wilbourn, James M. Guinn, Nancy  
Feasibility of Using Special Measures in the Classification and Assignment of Lower Mental Ability Airmen.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.  
Report No—AFHRL-TR-73-31  
Pub Date Nov 73

Note—22p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Ability, Aptitude Tests, Classification, Enlisted Men, \*Nonverbal Tests, \*Predictive Ability (Testing), Predictor Variables, \*Selection, Test Validity, \*Vocational Schools  
A battery of 11 nonverbal tests were administered to a sample of 2,362 nonprior service enlistees who had been selected to one of seven technical schools. The usefulness of additional aptitudinal and educational data was also investigated. The number of significant relationships between certain nonverbal tests and final technical school grade varied as a function of mental category and career field. When all nonverbal tests were used as a composite, significance was found in all courses for the total group and in three of five courses for the lower mental ability groups. On cross-validation the number of significant relationships between the nonverbal composite and final school grade were reduced to four total group courses and one lower ability group course. When added to the selector aptitude index (AI), the nonverbal tests made a significant and unique contribution to the prediction of technical school success over and beyond the selector AI alone. Further investigation indicated that additional aptitudinal and educational data added significantly to the prediction system in some courses. Results indicate that the use of nonverbal tests as well as other aptitudinal and educational data could make a significant contribution if added to the operational selection and classification battery. (Author)

**ED 097 359** TM 003 988  
Kester, Donald L.  
A Seven Step Strategy for Choosing a "Good" Test.

Pub Date 15 Mar 74  
Note—13p.; Paper presented at the Southern California Testing Conference (Los Angeles, California, February 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Testing, \*Guides, \*Test Selection

A seven step strategy is presented for selecting a "good" test in an educational setting. The steps are as follows: (1) make the following preliminary decisions: (a) decide why you need to test, (b) decide what you intend to do with the results, (c)

decide what practical decisions will be made based on the testing results, and (d) decide who will make those decisions and who will be affected by those decisions; (2) form a Test Selection and Review Committee composed of decisionmakers and those who will be directly affected by the results of the testing; (3) search the formal literature for information about published and unpublished tests; (4) talk to test experts in other schools or colleges; (5) tentatively select one or more tests and pilot it; (6) evaluate the process and the products of the testing program; and (7) hold open the option to cycle back to any previous stage as the need arises. (Author)

**ED 097 360** 95 TM 003 989  
Houtz, John C. Feldhusen, John F.

The Behavior Modification of Fourth-Graders' Problem Solving Ability by Use of the Premack Principle and Special Instructional Material. Final Report.

Purdue Research Foundation, Lafayette, Ind.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-2-E-044

Pub Date Mar 74  
Grant—OEG-52-9094  
Note—233p.

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

Descriptors—\*Behavior Change, \*Elementary School Students, Evaluation, Games, Grade 4, \*Instructional Materials, Motivation Techniques, \*Problem Solving, Racial Differences, \*Reinforcement, Rewards, Social Differences, Tests, Validity

Identifiers—\*Premack Principle, Purdue Elementary Problem Solving Inventory

Effects of a new type of problem-solving instructional material and a reinforcement method called Premack on problem-solving skills of elementary school children is investigated. The problems provided were an extension of the materials developed for the Purdue Elementary Problem-Solving Inventory. The Premack Principle of behavior modification states that a preferred activity can be used as a reinforcer of related but less desirable activities. Phase 1 of the investigation served as validation for the training materials and reinforcement procedures. Phase 2 involved the formal training program. Three experimental groups were formed from classes selected to represent differences in social class and ethnic origins. One group received reinforcement for working on the materials; a second was given the materials as a regular part of the schoolwork with no reinforcement; and a third served as a control, and received no materials. Results demonstrated that the materials were effective in increasing problem-solving ability, but that children who used the materials without rewards outperformed children given rewards. Socioeconomic differences were observed, and it appeared that black children improved to a level equal to that of white children in the materials-plus-rewards group. (Author/SE)

**ED 097 361** TM 003 994  
Minimizing Sex Bias in Interest Measurement Through the Context of Testing and Interpretive Materials.

Pub Date [Apr 74]

Note—10p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Guidelines, \*Interest Tests, Research, \*Sex Discrimination, Sex Stereotypes, \*Test Bias, Testing Problems, \*Test Interpretation, Test Validity, \*Vocational Counseling

These guidelines deal specifically with the context in which the measurement of interests occurs and the interpretive materials which are made available to test users. They are classified and discussed in three categories: guidelines intended to inform the test user of possible factors influencing a sex-biased response on interest inventories; guidelines intended to eliminate overt sex bias through modifying language and examples presented in interpretive materials; and guidelines intended for research, examining the context of testing and recommending orientation sessions to help respondents examine sex-role stereotypic sets toward activities and occupations. Previous

research shows women's responses change under instructions designed to change the sex-stereotypes set; research on the psychology of women has examined career stereotypes, role stereotypes and the motive to avoid success. Research on the effect of orientation and set should take these variables into account, and a variety of studies can be undertaken to examine the effect of modifications in testing context on the validity of interest measurement for women. (Author/SE)

**ED 097 362** TM 003 997  
Ryan, Thomas F. Cruz, Josue, Jr.

Assessment: Humanizing Decision Making. American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C. Pub Date 74

Note—66p.  
Available from—American Association of Elementary-Kindergarten-Nursery Educators, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock Number 281-08904) (\$3.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Decision Making, \*Early Childhood Education, \*Educational Assessment, \*Elementary Education, Evaluation Criteria, \*Instructional Improvement, Measurement, Personnel Evaluation, Teacher Role

A total assessment system based upon the concepts and processes dealt with in this study/action publication to help improve decision-making is presented. Three groups of people are dealt with specifically: children in the early years, (through grade three); children in the middle years, (through grade eight); and professional educators. The conclusion of the assessment process is in two parts: a decision about an individual and an analysis of the total assessment system. The decision about the individual should involve the individual and result in an educational improvement. Analysis of the system should result in an improved system. It is the responsibility of the system to assist the individual to refocus existing knowledge, attitudes and skills or develop new ones through existing in-service activities. Professional assessment depends upon the allocation of sufficient resources to do the job. It is essential to that task that professionals develop a comprehensive approach to the question. A process for getting started, some problems to avoid, and some characteristics to include have been suggested. This document is a work and study guide for teachers, parents, community groups and administrators to develop a plan of action to educate children in our society. (Author/RC)

**ED 097 363** TM 003 998  
Evaluation of Educational Programs: A Special Report.

National Advisory Council on Education Professions Development, Washington, D.C.  
Pub Date May 69

Note—5p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Assessment, \*Educational Problems, \*Evaluation Needs, \*Program Evaluation

The evaluation of educational programs is often inconsistent with the need for imaginative innovations for educational improvement. Premature evaluation, preoccupation with "hard data" developed by the mass use of standardized tests, concern only for final results, lack of imagination, requirements that all projects in a program make provisions for evaluation, and a tendency to construe tentative findings as proof add to the failure of many educational evaluations. The need for sensible programs concerning evaluations is one of the major issues in American education. (Author/SE)

**ED 097 364** TM 003 999  
Kaplan, Louis

Introducing and Developing a Program of Accountability. Pupil Personnel Services Guidelines. Monograph No. 3.

National Association of Pupil Personnel Administrators.  
Pub Date May 74

Note—23p.  
Available from—Director of Special Services, Princeton Regional Schools, P.O. Box 711, Princeton, New Jersey 08640 (\$1.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Educational Accountability, Evaluation, \*Models, Objectives, \*Pupil Personnel Services, School Districts, Schools

Pupil personnel service (pps) workers, who devote most of their efforts to the humanistic aspects of education, have shown reluctance toward embracing a performance model of accountability. Nevertheless, pps workers realize that a good system of accountability is intrinsically necessary as well as desirable. Some guidelines for developing an accountability system for pps as part of the total educational enterprise are provided. Some of the basic elements of accountability are discussed and their application to a school system or district program of pps and to programs at the school level are described. This general discussion is followed with brief illustrations designed to clarify the procedures previously discussed. These illustrations are not to be interpreted as an organizational model for pps. Nor are the elements of accountability discussed here intended to be a blueprint for an accountability system. Each pps administrator will want to adopt the principles and procedures described here to his own circumstances and needs—expanding, condensing, or modifying them as necessary. (Author/RC)

ED 097 365 TM 004 000  
Haerizen, C.A.

An Overview of Addiction Research Center Inventory Scales (ARCI): An Appendix and Manual of Scales.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-74-92

Pub Date [74]

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Adults, Alcoholism, Classification, Criminals, \*Drug Abuse, \*Drug Addiction, Factor Structure, Manuals, Mental Illness, Personality Tests, Psychological Evaluation, \*Psychological Tests, Scores, Statistical Data, \*Test Interpretation, Test Reliability, \*Test Validity

Identifiers—\*Addiction Research Center Inventory

The Addiction Research Center Inventory is a 550 item multipurpose test measuring the broad range of physical, emotive, cognitive, and subjective effects of drugs. This manual provides technical information concerning 38 most valid scales, a quantitative method for characterizing the similarity of a profile of scores for the subject, group, or experimental condition with those found for 10 experimental drug conditions and six psychiatric groups, (normal, the mentally ill, alcoholic criminals, opiate addicts, and simulated mental illness determined in opiate addicts), a comprehensive listing of average test scores of all experimental conditions or groups tested, and the degree of similarity of the profile of scores for these conditions or groups with those found for 10 drug conditions and 6 psychiatric categories. The manual also provides some details of the history of the test, scoring, T-score transformation of scores, internal consistency and reliability of scales, and the validity of the scales for a number of purposes. A list of 101 references is included. (Author/SE)

ED 097 366 95 TM 004 001  
Mushkin, Selma J.

A Proposal for a "SIR" Adjusted Index of Educational Competence.

Georgetown Univ., Washington, D.C. Public Services Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-11112

Pub Date Aug 73

Contract—OEC-0-70-4454

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Academic Achievement, Achievement Tests, \*Comparative Analysis, \*Demography, Education, Equated Scores, \*Evaluation Methods, Income, Policy Formation, Program Effectiveness, Race, Research Methodology, Research Problems, Sex Differences, \*Testing Problems, Testing Programs, Test Results, Universal Education

Identifiers—Educational Outcomes, \*SIR Adjusted Index

The increasing use of educational performance or outcome measurements for a range of policy purposes points to new procedures for adjusting data for population composition. The purposes include: program formulation, budget resource allocation, grant-in-aid designs, performance incentive payments, consumer information for school selection, and program evaluation and review. This paper outlines methods for controlling population differences to make data on performance more comparable across time and from place to place. The resulting estimates of achievement scores, standardized for population differences, are useful for comparison only. Such comparative indexes remove the influence on average scores of population changes over time, or population differences between schools or school districts. Adjusted scores are not intended to take the place of the basic data but to complement them. Standardization procedures can be applied to achievement test scores and to other measurements of competence such as attitudes or attributes. In this report, achievement score adjustment is used as an example. The selection of sex, income, and race (SIR) as control variables is proposed as a first step. (Author/SE)

ED 097 367 TM 004 002  
Carlson, Alfred B. And Others

The Feasibility of Common Criterion Validity Studies of the GRE. Research Memorandum No. 73-16.

Educational Testing Service, Princeton, N.J.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—ETS-RM-73-16

Pub Date Jul 73

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—English Literature, \*Evaluation Criteria, \*Feasibility Studies, French, \*Graduate Students, Performance Criteria, Philosophy, \*Rating Scales, \*Test Validity

Identifiers—Common Criterion Approach, \*Graduate Record Examinations

The Graduate Record Examinations Committee for French, Philosophy, and English Literature participated in an investigation of the feasibility of conducting validity studies of the GRE using a common criterion task. It was determined that such a study was not feasible. However some committee members suggested that many graduate departments used some type of ratings of graduate students; that rating scale criteria would be generally acceptable to the various disciplines; and that it would be feasible to conduct studies using this type of criterion. It appeared from the investigation that a sufficient number of departments use a three-or-greater level rating procedure to warrant an attempt to conduct some preliminary validity studies using existing rating data as criteria. The probable variation between the rating scales currently in use in departments at different universities both in terms of attributes rated and type of scale quality, suggests that a uniform set of criterion rating scales should be developed prior to attempting to conduct validity studies using rating scales as criterion measures. (Author/SE)

ED 097 368 95 TM 004 005  
Fetters, William B.

National Longitudinal Study of the High School Class of 1972. A Capsule Description of High School Seniors. Base-Year Survey.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-11116

Pub Date 74

Note—43p.; For related documents, see TM 004 006, 007, 008 and 009

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Planning, College Planning, \*Grade 12, \*Longitudinal Studies, \*National Surveys, Questionnaires, Student Attitudes, Student Experience, Student Records

Identifiers—\*National Longitudinal Study

This report was prepared to provide participating school personnel and other concerned educa-

tors with a short summary of the National Longitudinal Study and some of the results to date. Part I describes the planning and development of the Study including information on samples, data collection, and procedures. Part II presents a brief description of the characteristics, plans, and attitudes of the students as they were about to leave high school. A comprehensive, detailed presentation of the base-year survey findings will be published later. The appendix contains relevant portions of the Student Questionnaire and Student's School Record Information Questionnaire. (RC)

ED 097 369 95 TM 004 006  
National Longitudinal Study of the High School

Class of 1972. Student Questionnaire.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—40p.; For related documents, see TM 004 005, 007, 008 and 009

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Planning, College Planning, \*Grade 12, \*Longitudinal Studies, \*National Surveys, \*Questionnaires, Student Attitudes, Student Experience

Identifiers—\*National Longitudinal Study

Designed to elicit information for the National Longitudinal Study of the High School Class of 1972, this objective questionnaire is divided into sections of questions, some to be answered by all twelfth grade students and some to be answered only by those whose future plans correspond to the question category. All students answer questions in the following sections: high school experiences, attitudes and opinions and plans for the future. In the remaining sections students answer only the section or sections that correspond with their plans for the year after they leave high school. The categories are those who plan to work full time, to enter an apprenticeship or on-the-job training program, to enter military service, to be full-time housekeepers, to take vocational or technical courses at a trade or business school, to go to a four year college or university and for those who plan to work part-time. (RC)

ED 097 370 95 TM 004 007  
National Longitudinal Study of the High School

Class of 1972. Parent's Questionnaire.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Note—7p.; For related documents, see TM 004 005, 006, 008 and 009

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Grade 12, Income, \*Longitudinal Studies, \*National Surveys, Occupations, Parental Background, Parent Attitudes, \*Parents, \*Questionnaires

Identifiers—\*National Longitudinal Study

Designed to elicit information for the National Longitudinal Study of the High School Class of 1972, this questionnaire is completed by the parents or guardians of students participating in the Study. Questions concern parent attitudes toward higher education, financial support, ethnic and demographic information, income level, occupation and educational background. (RC)

ED 097 371 95 TM 004 008  
National Longitudinal Study of the High School

Class of 1972. Counselor Questionnaire.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—8p.; For related documents, see TM 004 005, 006, 007 and 009

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Counselors, Grade 12, \*Longitudinal Studies, \*National Surveys, \*Questionnaires

Identifiers—\*National Longitudinal Study

Designed to elicit information for the National Longitudinal Study of the High School Class of 1972, this questionnaire for counselors is concerned with time allocation, number of students assigned, types of counseling done, methodology for job placement of students, experience, educa-

tional background, personal data, and the counselor's experience with available financial aid for postsecondary education. (RC)

**ED 097 372** 95 TM 004 009  
National Longitudinal Study of the High School Class of 1972. Student's School Record Information.

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—6p.; For related documents, see TM 004 005, 006, 007 and 008

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Grade 12, \*Longitudinal Studies, \*National Surveys, \*Questionnaires, \*Student Records

Identifiers—\*National Longitudinal Study

Designed to elicit information for the National Longitudinal Study of the High School Class of 1972, most of the information required in this questionnaire should be obtainable from the school's records. Information not available from the records is obtained by interviewing the student, using a blank copy of this questionnaire as an interview guide. Information collected covered academic grade average, college admission test scores, ability grouping, courses completed, course of study, and personal information including handicaps and programs the student may have been involved with. (RC)

**ED 097 373** 95 TM 004 010  
Molina, Huberto

The SWRL English Language and Concepts Program for Spanish-Speaking Children: 1971-1972 Tryout. Technical Report No. 46.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—18p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Attendance, Elementary School Students, \*English (Second Language), Formative Evaluation, \*Program Evaluation, \*Spanish Speaking, \*Student Evaluation, Test Construction, \*Test Results

The Southwest Regional Laboratory English Language and Concepts Program for Spanish Speaking Children (LCS) is designed to help Spanish speaking children produce and comprehend English language skills required in early elementary grades. The tryout exercised, under standard school conditions, the materials and procedures of the LCS instructional system and of the accompanying teacher training system. Pupil test results, teacher comments, and pupil attendance records were used to measure system effectiveness. The report includes a description of the tryout scope and the procedures used for teacher training, the measures of the assessment, and entry and end of program test pattern types and sampling data. An analysis of the program shows that all classes attained a high level of proficiency on the end-of-program test. The report concludes by tracking student progress through the program. (SE)

**ED 097 374** TM 004 012  
Phillips, E. Ray

Development of Optimal Instructional Sequences.

Pub Date [Apr 74]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Instructional Design, \*Instructional Materials, \*Sequential Learning, \*Transfer of Training, \*Validity  
Identifiers—\*Learning Hierarchies

The report is a review of research results which concern sequencing (procedures for validating the hypothesized ordering of the subordinate tasks in a learning hierarchy) and practical applications of learning hierarchies in instructional design. Indirect versus direct validation procedures are examined in detail. (Author)

**ED 097 375** 95 TM 004 017

Frick, Ted Semmel, Melynn I.

Observational Records: Observer Agreement and Reliability.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date [Apr 74]

Grant—OEG-9-242178-4149-032

Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Classroom Observation Techniques, \*Observation, \*Reliability, \*Statistical Analysis, \*Student Behavior, \*Teacher Behavior

Observer disagreement is important insofar as it limits the reliabilities of observational records. This discussion evolves around methods and conditions under which observer agreement can be measured as to minimize such an occurrence. Observers should be trained to nearly perfect agreement with a criterion or expert coder on unambiguous examples of behavioral categories before actual data collection. Disagreement on ambiguities may help reflect a more accurate representation of the real world. In addition to criterion-related agreement, it is suggested that intraobserver agreement be obtained by showing a video tape twice to all observers in which conditions parallel those encountered in the field. While criterion-related and intraobserver agreement measures have been recommended for both before and during a study, they should not be used as evidence of observer agreement in the actual classroom, but rather to assist an investigator in documenting adequacy of observational skills. After a study is finished, reliabilities of observational data and coefficients of stability and observer agreement should be calculated by using intraclass correlation coefficients. (Author/RC)

**ED 097 376** TM 004 018

Jaeger, Richard M.

A Primer on Sampling for Statewide Assessment.

Educational Testing Service, Princeton, N.J. Center for Statewide Educational Assessment.

Pub Date 73

Note—60p.

Available from—Center for Educational Assessment, Educational Testing Service, Princeton, N.J. 08540 (Free)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Definitions, \*Educational Assessment, \*Guides, Objectives, \*Sampling, \*State Surveys

This paper is a primer on sampling procedures for statewide assessment. The careful reader should gain substantial knowledge about the promises and pitfalls of sampling for assessment. The primer has three basic objectives: (1) to define terms and concepts basic to sampling theory and its application, including population, sampling unit, sampling frame, probability sampling procedures, estimate, population parameter and estimator, estimator bias, variance, mean square error and efficiency, and consistency; (2) to illustrate some of the ways sampling procedures can be used to achieve realistic assessment objectives; and, (3) to describe issues that arise when sampling procedures are used, and the factors that contribute to their resolution. Objectives two and three include discussions of simple random sampling, stratified random sampling, systematic sampling, cluster sampling, and matrix sampling. The appendix gives an example of an evaluation of alternative cluster sampling procedures. (SE)

**ED 097 377** TM 004 019

Locatis, Craig N. Gooler, Dennis D.

Evaluating Second Order Consequences: Technology Assessment and Education.

Pub Date [Apr 74]

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Accountability, Ecology, Economics, \*Educational Technology, Environment, \*Evaluation, Futures (of Society), Politics, \*Problems, \*Technology

Identifiers—\*Technology Assessment

Education's investment in technology is massive. There is growing interest in something called technology assessment, or the evaluation of the environmental consequences (usually second order consequences) of human activities and actions. The investigators conducted a study of the literature of technology assessment to determine the applicability of the theory and methodology of technology assessment to education. Five topics are included in the report of the study. First, a description of the multiple definitions of technology assessment is given. Second, a discussion of the stated and implicit purposes of technology assessments is offered. Third, the assumptions upon which technology assessments are based are explicated. Fourth, the methodology being proposed is examined. Finally, the possible consequences that might occur from educator use of technology assessment are described. (Author)

**ED 097 378** TM 004 021

Lusterman, Don-David

Awareness and Response Style in the Acquisition of a Verbal Behavior.

Pub Date [Apr 74]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Analysis of Variance, \*Individual Differences, \*Perception, \*Personality Tests, \*Response Style (Tests), \*Verbal Stimuli

The effects of individual personality differences and awareness of experimental demands on the acquisition of a verbal behavior were investigated. Awareness was determined by a recognition task. The personality variable was a measure of the agreeing response set to Likert-scaled personality items. Subjects were grouped as extreme or moderate responders. The tendency to respond extremely was viewed as a type of deviant behavior, related to other nonconforming behavior, and growing out of early socialization patterns. Unaware subjects showed no performance gains, which is consistent with a cognitive viewpoint. Among aware subjects, moderates showed high performance gains, while extremes showed only small gains. A breakdown of extremes into highs (yeasayers) and lows (naysayers) revealed that 77 percent of the yeasayers and 33 percent of the naysayers became aware, as compared to 50 percent of the moderates. These findings were discussed in terms of the need to consider individual differences in the statement of general behavioral laws. (Author)

**ED 097 379** TM 004 025

Appel, Marilyn And Others

Cognitive and Affective Outcomes in Children as a Function of Participation in SCIL, an Individualized Version of the SCIS Program.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date [Apr 74]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Affective Behavior, \*Cognitive Development, Comparative Analysis, Elementary School Students, Formative Evaluation, \*Individualized Instruction, Parent Attitudes, \*Program Evaluation, Questionnaires, \*Science Curriculum, Student Attitudes

Identifiers—\*Science Curriculum For Individualized Learning, SCIL

An overview and rationale for the Science Curriculum for Individualized Learning (SCIL) are provided. SCIL is the result of the individualization of the SCIS program. The SCIL management system is based on the exploration, invention, and discovery concepts of Piagetian theory. An evaluation study of two SCIL units, Interactions and Systems and Subsystems and Variables is presented. It was found that over 90 percent of the SCIL students in grades 3-6 achieved cognitive goals as measured by completed discovery lessons. Students in the SCIL program chose more positive responses when compared to students in teacher-made traditional curriculum. The SCIL students also chose more positive responses when compared with nonindividualized programs.

Third grade SCIL study chose more positive response than did SCIL students in grades, 4, 5, and 6 suggesting that the units were well suited for the third grade students' developmental level. The parents of SCIL students chose highly positive responses when asked their perceptions of their children in relation to SCIL and science activities. (Author)

ED 097 380 TM 004 028  
Towle, Nelson J.

Effects of Memorization of Rule Statements on Acquisition and Retention of Rule-Governed Behavior in a Computer-Based Learning Task.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date [Apr 74]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Comparative Analysis, Computer Assisted Instruction, High School Students, Instructional Programs, \*Memorizing, \*Retention, Retention Studies, Tests

Identifiers—\*Rule Learning Tasks

One hundred and twenty-four high school students were randomly assigned to four groups: 33 subjects memorized the rule statement before, 29 subjects memorized the rule statement during, and 30 subjects memorized the rule statement after instruction in rule application skills. Thirty-two subjects were not required to memorize rule statements. Neither memorization nor temporal placement of the memorization tasks significantly affected performances on posttest or rule application retention test. Memorization of rule statements after mastering rule-governed behavior increased the relationships between several performance measures and reasoning ability test scores. Memorization of rule statements prior to rule application instruction facilitated acquisition of rule-governed behavior and reduced variability in students' performance during acquisition of rule application skills. (Author)

ED 097 381 TM 004 036  
Linehan, Jean D.

A Chance to Get Ahead: Proficiency Examinations for Clerical Laboratory Personnel. Final Report. National Committee for Careers in Medical Technology, Bethesda, Md.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 74

Note—54p.

Available from—NCCML, 9650 Rockville Pike, Bethesda, Maryland 20814 (\$3.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Equal Opportunities (Jobs), \*Equivalency Tests, Information Dissemination, \*Medical Laboratory Assistants, Military Personnel, Norms, Pretesting, \*Test Construction, \*Testing

Four Proficiency Examinations for Clinical Laboratory Personnel were developed in Clinical Chemistry, Microbiology, Hematology, and Blood Banking. Purpose of project was to enable competent military laboratory technicians who lack credentials to demonstrate their job-related skills and knowledge for civilian positions, and also to help civilians trained on the job to advance. The examinations were constructed by laboratory experts and administered to more than 4,000 persons. Normative data have been compiled. Test scores are used by employers to place and promote laboratory workers. Some credentialing agencies are using or considering use of the examinations. Special use of the tests, including evaluating needs for continuing education, are being developed. The examinations have paved the way for development of equivalency examinations for academic credit, and for other proficiency examinations in nearly all allied health fields. Future needs include updating the examinations to meet rapid changes in the field, publicizing future administration of the examinations, and a study to compare job performance with test scores to prove the job-relationship of the examinations under mandates of equal employment opportunity regulations. (Author)

ED 097 382 88 TM 004 131

Shaffer, J. Stephen, Jr.  
An Assessment of the Title III, ESEA Validation Effort, 1973-74. Final Report.

Scientific Management Associates, Gloucester, N.J. Educational Systems Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Contract—OEC-0-74-1412

Note—129p.; For a related document, see ED 081 851

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Evaluation Methods, \*Program Evaluation, Project Training Methods, Self Evaluation, Team Training, Training Techniques, Validity, Workshops

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

Evaluation materials and instructional content relevant to the IVD process for 1973-74 are presented. Section 1 of this report is an analysis of on-site experience of the validators in the employment of the Validator Self-Analysis Forms. Section 2 is Scientific Management Associates Educational Systems Division (SMA/ESD) evaluation of the 10 national training workshops for validators and state and local project personnel. Section 3 includes the authors' recommendations for year 3 developmental activities based on input from the validators' critiques, the participant evaluation of workshops, and SMA/ESD's involvement in the instrument design and training phases. The appendices contain a prospectus, the content for validator training workshops, and a partial list of candidate projects visited, 1974. (Author/RC)

## UD

ED 097 383 UD 013 472  
Fortune, Jim C. Hutchinson, Thomas E.

The Contrast Between Title I and Non-Title I Schools.

Pub Date Dec 72

Note—27p.; Paper presented at the Annual Meeting of the American Psychological Association (Honolulu, Hawaii, December 1972)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, Classroom Environment, Comparative Analysis, Compensatory Education Programs, Instructional Materials, Library Facilities, Lunch Programs, \*National Surveys, \*School Conditions, Socioeconomic Status, \*Student Characteristics, Student Enrollment, \*Urban Schools

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

The problem addressed in this paper is to compare the schools identified as participating in Title I, 1965 Elementary Secondary Education Act programs, with those identified as not participating in Title I, with regard to percentage of pupils on welfare, number of target group pupils, percentage of pupils reading below grade level, percentage of pupils receiving free lunches, type and quality of a library and special classroom facilities, conditions of physical plant, and ratings of instructional materials. Since degrees of urbanism had previously been shown to be related to some of the variables in question, the schools were grouped across the urban location variable for each comparison. Data was derived from the 1970 Survey of Compensatory Education, which included over 58,000 schools from 800 districts chosen at random from the states participating in the Belmont system. Of those schools over 33,000 have been identified as having Title I programs and nearly 25,000 have been identified as non-Title I schools. The survey had been so administered that these schools were weighted to project the national population of elementary schools in districts having enrollments greater than 300 pupils. The comparisons between the Title I schools and the non-Title I schools utilized cross-tabulations built on each of the subgroups. (Author/JM)

ED 097 384 UD 014 551  
Gomez, Rudolph, Ed. And Others

The Social Reality of Ethnic America.

Pub Date 74

Note—412p.

Available from—D.C. Heath and Co., 125 Spring Street, Lexington, Massachusetts 02173 (\$5.95, paper)

Document Not Available from EDRS.

Descriptors—American Indians, Civil Rights, \*Ethnic Relations, Group Status, Japanese Americans, Law Enforcement, Mexican Americans, Minority Groups, Negroes, Racial Discrimination, Social Change, \*Social Discrimination, \*Social Factors, \*United States History

The contents of this compendium are organized in four parts, as follows: Part 1, "Blacks in Transition: An Overview of Afro-Americans," includes: "Introduction," Clement Cotingham, Jr.; "The New Negro," Nathan I. Huggins; "Political Change in the Negro Ghetto, 1900-1940's," Martin Kilson; "Minority Group Psychology: Implications for Social Action," Alvin F. Poussaint; "The Myth of Coalition," Stokely Carmichael and Charles V. Harrington; and other essays. Part 2, "Introduction to the American Indians," includes: "Introduction," Kathleen O'Brien Jackson; "History of the San Felipe Pueblo People," Governor Sanchez; "Economic Development of the American Indian and His Lands," National Congress of American Indians; "Federal Encroachment of Indian Water Rights and the Impairment of Reservation Development," William H. Veeder; and other essays. Part 3, "Japanese Americans: The 'Model Minority' in Perspective," includes: "Introduction," Russell Endo; "The Japanese-American Experience: 1890-1940," Roger Daniels; "The Great Betrayal," Audrie Girdner and Anne Loftis; "Six Times Down, Seven Times Up," William Peterson; and other essays. Part 4, "Mexican Americans: From Internal Colonialism to the Chicano Movement," includes: "Introduction," Rudolph Gomez; "The Right to Equal Opportunity," Lawrence B. Glick; "Perspective on Politics," Alfredo Cuellar; "Colonialism: The Case of the Mexican Americans," Joan W. Moore; and other essays. (JM)

ED 097 385 UD 014 571  
Ellard, Charles John

An Investigation of the Influence of the In-School Neighborhood Youth Corps on Employment and Earnings in Houston, Texas. Final Report.

Houston Univ., Tex. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-48-72-05-1

Pub Date 9 Apr 74

Note—169p.; Ph.D. Dissertation, University of Houston, Texas, 1974; Parts of this document may not be clearly legible on reproduction due to the print quality of the original

Available from—National Technical Information Service, Springfield, Va. 22151 (\$3.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Dropout Programs, Dropout Rehabilitation, \*Graduation, High School Students, \*Income, Post Secondary Education, \*Program Evaluation, Racial Differences, Summer Programs, Urban Youth, Work Experience Programs, \*Youth Employment, Youth Programs

Identifiers—Neighborhood Youth Corps, NYC, \*Texas

This study investigates the post-high school influence of the In-School Neighborhood Youth Corps (NYC) on the earning capacity of participants in Houston, Texas. The influence of NYC participation is investigated employing a methodology of a control group design together with data analyses using multiple regression and analysis of covariance. The analytical sample consists of 103 former participants in the NYC Program who left high school sometime between 1965 and mid-1971, and 39 controls. The NYC participants include 83 school year subjects for whom at least some of their NYC experience was obtained in part-time NYC employment during the academic year and 20 summer-only participants who held NYC jobs during the summer vacation period. The conclusions of this investigation include the following: (1) NYC participation does not improve the high school graduation rate; (2) the NYC influence on post-high school income is questionable; (3) the NYC influence on college attendance and long-run income prospects are questionable; (4) NYC participation does not stimulate post-high school vocational training; (5) NYC participation benefits blacks more than other ethnic groups; (6) the

school year segment contributes more toward high school graduation than the summer-only segment; and, (7) income gains to NYC participants do not increase with the length of participation. (Author/JM)

**ED 097 386** UD 014 572

Hartman, Allan S.  
Reading Success in Inner-City Schools.  
Pub Date Apr 74

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Academic Achievement, Individualized Instruction, \*Inner City, Organizational Climate, Phonics, Program Coordination, Reading Programs, School Administration, \*School Organization, \*Success Factors, Teacher Qualifications, Teaching Methods, Teaching Quality, \*Urban Schools

Identifiers—\*Massachusetts  
The research discussed here had two primary purposes: (1) to replicate a study done by George Weber in which eight factors were hypothesized to make successful schools successful: strong leadership, high expectations, good atmosphere, strong emphasis on reading, additional reading personnel, individualization, use of phonics, and careful evaluation of pupil progress; and (2) to see if there were, indeed, successful inner-city schools in Massachusetts. Also, the study was to find out and document how these successful schools were different so that other schools would know what to do if they aspired to the same level of success. The study proceeded through three phases. The first phase called for the identification of successful and unsuccessful inner-city schools. The second phase called for defining the factors to be studied and methods for collecting and interpreting data. And the final phase, not yet completed, called for reporting findings. The set of factors studied were mostly drawn from Weber (with some wording changes), with two additional factors, related to the attributes of teachers, added: leadership, coordination, additional reading personnel, atmosphere, individualization, evaluation, expectation, use of phonics, training and experience, and, quality of teaching. However, there were no main effects on success of school for any one of these factors. (Author/JM)

**ED 097 387** UD 014 574

Kirby, David J. Crain, Robert L.

The Functions of Conflict: School Desegregation in 91 Cities.

Pub Date Apr 74

Note—32p.; Paper presented at the American Educational Research Association annual meeting (Chicago Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Activism, Black Community, Black Power, \*Boards of Education, \*Conflict, Demonstrations (Civil), Educational Policy, Negro Attitudes, \*Policy Formation, \*Public Policy, Racial Integration, \*School Integration, Social Structure, Surveys, Urban Schools

This paper pursues the question: "When is conflict functional to a proponent of change?" Interview data from school desegregation controversies in 91 Northern cities is used. Four major findings from the data show ways in which conflict seems to both facilitate and hinder effects to obtain desegregation: On the one hand, cities with militant black populations are more likely to have the issue of school desegregation come up, and desegregation is more likely to occur if the school board has a high level of internal conflict; but at the same time both civil rights demonstrations and grass roots anti-integration activity by whites seem self-defeating. Five hypothesis are drawn from the findings: (1) A non-issue can be made salient by a powerless group with conflict-raising tactics. (2) The pressure of a tradition of conflict is a facilitator of change. (3) Grass roots activity without the support of some elites is often ignored by other elites. (4) Conflict is generally dysfunctional if a decision for change must be made by an informal decision rule based on consensus politics. (5) Conflict-increasing tactics are less likely to be self-defeating, and may be helpful, in a group with compulsory attendance and a decision-making rule requiring less than unanimity. Examples of groups with

compulsory attendance are bureaucracies, legislative bodies, and firms. (Author/JM)

**ED 097 388** UD 014 575

Lipset, Seymour Martin

Opportunity and Welfare in the First New Nation.  
American Enterprise Inst. for Public Policy  
Research, Washington, D.C.

Pub Date 16 May 74

Note—35p.; Distinguished Lecture Series on the Bicentennial; Speech delivered in the Henry Ford Museum, Greenfield Village (Dearborn, Mich., May 16, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Acculturation, Educational History, Educational Opportunities, Educational Policy, \*Equal Education, Equal Opportunities (Jobs), Immigrants, Lower Class, Policy Formation, Public Policy, \*School Role, Social Integration, \*Social Structure, \*Social Values, \*United States History

During the first half of the nineteenth century, the aristocratic, monarchical, and oligarchic societies of Europe were anathema. From the nineteenth century down to the present, a much larger percentage of the appropriate age population has attended secondary schools and institutions of higher education here than elsewhere. Most noteworthy of all has been the stress on equality of opportunity. The spread of the common school idea included a practice which would have far-reaching consequences. These schools, designed in part to Americanize the immigrant and to "civilize" the lower classes, knowingly set their educational sights at the levels of the culturally deprived. In a sense, they consciously lowered standards, or rather educational aspirations, from the levels upper-middle-class children could attain so as to make it possible for those of "deprived background" to catch up. By going slowly at the elementary and high school levels, the U.S. system permits many more to enter an institution of higher education. The gradual acceptance of the community's responsibility for upgrading the level of life of the underprivileged in America constitutes an important shift in our values. There is, however, a more fundamental change in the making, one that is implicit in the shift in emphasis from extending opportunity rights to the individual to extending them to the group. (Author/JM)

**ED 097 389** UD 014 576

Sirom, Robert D. Larimore, David

Predicting Teacher Success: The Inner City.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date 70

Note—45p.

Available from—Publications Sales & Distribution, Ohio State University, 2500 Kenny Road, Columbus, Ohio 43210 (\$2.50)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Attitude Tests, Behavior Rating Scales, \*Elementary School Teachers, \*Inner City, \*Inservice Teacher Education, Personality Tests, \*Predictive Ability (Testing), Psychological Tests, Self Concept Tests, Statistical Analysis, Success Factors, Teacher Characteristics, Teacher Selection, \*Teaching Quality

Identifiers—Ohio

The purpose of this publication is to provide a particular method for conducting personnel selection research and at the same time to report the results of a study in which it was successfully used. A novel and successful type of inservice education was recently initiated by the Ohio State University College of Education in collaboration with Columbus, Ohio, Public Schools. The program is called the Preface Program. The 21 elementary teachers who participated included both Negroes and whites; none of these men and women has previously taught in low-income schools, although roughly half of them were experienced elsewhere. Twelve psychological-personality instruments were administered to know the participants better. It seemed reasonable to determine whether certain types of selfhood structures were more susceptible to training for inner city teacher than others. During the school year of the study the performance of each of the 21 participants was monitored and rated to produce four criterion measures. After scores on the dozen selfhood examinations and the criterion measures were accumulated, first order correlations were calculated between every variable and

every other variable. A stepwise regression analysis of each of the criterion measures was used to determine what parsimonious subset of psychological measures could predict each criterion with a reasonable amount of success. (Author/JM)

**ED 097 390** UD 014 577

Sirom, Robert D.

Enabling Teacher Success: The Inner City.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date 70

Note—70p.

Available from—Publications Sales & Distribution, Ohio State Univ., 2500 Kenny Road, Columbus Ohio 43210 (\$3.00)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Economically Disadvantaged, Educational Needs, Elementary School Teachers, \*Inner City, \*Inservice Teacher Education, \*Preservice Education, Student Teacher Relationship, Summer Programs, Teacher Education Curriculum, Teacher Programs, \*Urban Teaching

Identifiers—\*Ohio, Preface Plan

The Preface Plan described in this report represents the first effort of a metropolitan school system to provide a concentrated relevant training program for new inner city staff that begins after being hired but prior to the assumption of teaching duties. The recent project in which it was field-tested was supported by a federal contract from the U.S. Office of Education. The Preface Plan began the summer preceding the assumption of inner city elementary school classroom responsibilities by its 21 participants and terminated in June upon completion of their first-year assignment. Designed to offer staff new to the inner city a preface of positive experiences to increase the likelihood of their success, the program is structured so that any urban school system working in conjunction with an institution of higher learning, or, independently if necessary, can strive to provide an adequate education for all children of the community. Preface teachers enter the inner city classroom with an increased sensitivity toward children of the poor, with more confidence and understanding about the job. The most valuable aspects of the training are those involving direct experiences with the poverty population. An important factor in the confidence of new teachers stems from the procedure of building support for them into their assigned school. (Author/JM)

**ED 097 391** UD 014 578

Alternate Secondary Centers, 1973-1974. Hartford Moves Ahead: An Evaluative Report.

Hartford Public Schools, Conn.

Pub Date 74

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Alternative Schools, Basic Skills, Behavior Problems, Individualized Instruction, Language Skills, Occupational Guidance, Paraprofessional School Personnel, Program Evaluation, \*Remedial Instruction, \*Secondary Schools, Secondary School Students, Self Concept, \*Student Alienation

Identifiers—\*Connecticut

The Alternate Secondary Center (ASC) Program, is the latest step in a series of activities which have been taken to individualize prescriptive learning programs to meet the identified needs of alienated secondary school youngsters. As the external component to the chain of alternate secondary programs, Hartford's two ASC's focused on two operational concepts. (1) Each Center was staffed by one unit leader, five teachers, a secretary, and a paraprofessional. These instructional services were further supplemented by a half-time assignment of a social worker and a guidance counselor. With this staffing pattern, each ASC was set up to provide individualized instructional services to approximately 50 alienated youngsters enrolled in grades seven through 12. The instructional focus was on basic skill mastery and particularly language arts remediation, the development of a functional self-concept which would enable each youngster to succeed in a mainstream environment, and both vocational and career exploration. (2) Because regular school offerings had proven to be ineffective with the alienated youngster who produced symptoms of emotional and behavioral problems

within his classroom, each ASC was held responsible for the identification, construction, piloting, and validation of individualized learning materials which would work. Return of youngsters to mainstream classes was resisted. (Author/JM)

**ED 097 392** UD 014 579  
Intensive Reading Instructional Teams, 1973-1974. Hartford Moves Ahead: An Evaluation Report.

Hartford Public Schools, Conn.

Pub Date 74

Note—46p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Curriculum Development, Decoding (Reading), Demonstration Programs, \*Elementary Schools, Individualized Instruction, \*Program Evaluation, Reading Comprehension, Reading Instruction, \*Reading Programs, Teaching Methods, \*Team Teaching, Urban Schools, Vocabulary Skills

Identifiers—\*Connecticut, Intensive Reading Instructional Teams, IRIT

Hartford's "Intensive Reading Instructional Team" Program has been a demonstration model for teachers, school systems, and college faculties, nationwide. The general objectives of the program were as follows: (1) to raise the level of achievement of pupils who are deficient in the basic skills of language and reading; (2) to improve the self-image of the pupils through approval for any achievement and to provide an atmosphere of mutual self-respect; (3) to develop an appreciation for and pleasure in reading; (4) to investigate techniques and materials which will assist teachers in more effective teaching of reading; (5) to create materials and operate a model demonstration center for the teachers of Hartford; (6) to provide a flexible environment that promotes individualized instruction geared to the learning styles of each pupil; (7) to develop a learner who is self-motivated; (8) to teach to the strengths of each child's learning style and provide remediation for his learning weaknesses; and, (9) to promote an interest on the part of parents in the importance of school-home relationships. The successful departmentalized structure was continued the last year. This design included intensive reading emphasis in three areas—decoding, individualized reading, and vocabulary and comprehension skills. Pupils received approximately one hour of instruction daily in each of the three areas. (Author/JM)

**ED 097 393** UD 014 580

Moves Ahead: An Evaluative Report.

Hartford Public Schools, Conn.

Pub Date Sep 74

Note—26p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Bilingual Education, \*Community Schools, Compensatory Education Programs, Demonstration Programs, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, \*Elementary Schools, \*Program Evaluation, Spanish Speaking, Urban Youth

Identifiers—\*Connecticut, Elementary Secondary Education Act Title VII, ESEA Title VII

As originally developed, Proyecto Exitto, often referred to as the Bilingual Community School or simply as "Escuelita," was in name and in deed a comprehensive community-based approach to the problems of bilingual education, funded under Title VII of the 1965 Elementary Secondary Education Act. Intended to serve Spanish and English-speaking students in direct proportion to their distribution within the Barnard-Brown attendance area, the program was planned so as to include two interrelated dimensions. Exitto was to serve a demonstration effort in bilingual education which could then be expanded to other populations if the results were favorable; it was also to serve as a bilingual community school which could and would provide direct services to students ranging from preschool to adult education. While the evaluation design was a relatively straight forward pre-post-test model, a number of operational controls were built in to the design so as to insure program validity to the resultant data. The design included pre- and post-measures which could be administered not only on a grade by grade basis, but over a longitudinal period as well. While the design did attend to affective in-

dications of change, data in this area were not reported; instead, only various forms of the "Inter-America Test of General Ability" were used. (Author/JM)

**ED 097 394** 95 UD 014 581

Sarason, Irvin G. Sarason, Barbara R. Modeling and Role-Playing in the Schools: A Manual with Special Reference to the Disadvantaged Student.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 73

Grant—OEG-0-72-4360

Note—57p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Disadvantaged Youth, Discipline Problems, Identification (Psychological), Learning Processes, \*Manuals, Minority Group Children, \*Observational Learning, \*Role Models, \*Secondary School Students, \*Socialization, Student Teacher Relationship, Teacher Role, Vocational Education

This manual is a companion to an earlier one, "Reinforcing Productive Classroom Behavior," that dealt with the use of reinforcement procedures by school personnel as a means for shaping constructive behavior in children. The present pamphlet continues to focus on the behavior influence process, but its topic is modeling and role-playing as applied to classroom settings. Their educational implications have stimulated both general excitement and the development of specific techniques that are relevant to pressing problems in the classroom. Modeling is a process by which responses are acquired through observing the behavior of someone else (the model). When people role-play they enact social roles other than their own. This manual was written to help school personnel use modeling and role-playing in productive ways. Its intended readers include teachers, teachers in training, counselors, and administrators. Its development was guided by both educators and research workers. Although more basic research in modeling is needed, it is clear that it can have powerful impacts and that these can be either for good or ill. This pamphlet describes how modeling can be used to achieve desirable goals. It summarizes the literature on modeling and discusses how teachers and other personnel in the school can use modeling for the benefit of students. (Author/JM)

**ED 097 395** UD 014 582

Takeuchi, Stuart M.

Verbal Skills and the Asian American Student.

Colorado Univ., Boulder.

Pub Date 74

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Asian Americans, College Entrance Examinations, College Majors, \*College Students, \*Communication Problems, \*Compensatory Education Programs, Educational Needs, Educational Problems, Language Handicaps, Specialization, \*Verbal Ability, Verbal Communication

Identifiers—Boulder, Colorado

The Anglo educator views the Asian American as the ideal student: hardworking and not causing trouble. The quiet, passive behavior of Asian American students, however, often signifies problems in verbalization needing attention. The verbal problems of the Asian American student can be viewed as the product of a cycle involving the Asian American home and the schools, and evidenced by performance on standardized college entrance examinations. Close examination of Scholastic Aptitude Test examinations shows a marked difference between performance on the Verbal component versus the Math scores. Of an estimated 275 Asian American students at the University of Colorado, (Boulder), 160 were involved in the Asian American Educational Opportunity Program (AA-EOP) for academic year 1973-74. These students tend to be less verbal in class than their Anglo counterparts. They tend to score lower on verbal ability examinations than their university counterparts. They tend to choose majors requiring minimum self-expression and/or good math ability. In order to alleviate, at least incrementally, some of these problems, the AA-

EOP is developing a curriculum program directed at reading, writing, and verbal skill development. The object is to develop verbal skills and to offer to the student a wider range of choices for major, career, and quite possibly, the direction of his/her life. (Author/JM)

**ED 097 396** UD 014 583

Gurwitz, Aaron S.

Urban Schools and Equality of Educational Opportunity in New Jersey: A Report of the New Jersey Education Reform Project.

Greater Newark Urban Coalition, N.J.

Spons Agency—National Urban Coalition, Washington, D.C.

Pub Date 74

Note—26p.

Available from—New Jersey Education Reform Project, Greater Newark Urban Coalition, 24 Commerce Street, Newark, New Jersey 07102 (Price not quoted)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Academic Achievement, Disadvantaged Youth, Educational Change, \*Educational Finance, Educational Needs, \*Educational Opportunities, Ethnic Groups, Public Policy, Racial Differences, School Districts, School District Spending, Socioeconomic Status, \*State Surveys, Urban Schools

Identifiers—\*New Jersey

New Jersey's current performance and the likely effects of various reform proposals were evaluated according to the degree that the following goal was attained: that no group of children, distinguishable by race, sex, locality, ethnic background, religion or economic status, shall consistently perform below the State average on measurements of specific skills. The purpose of this paper is to demonstrate that when we define equality of opportunity in this way equal expenditures do not necessarily insure equality of opportunity across school districts, and that even after fiscal capacity for schools is equalized, those districts which have the greatest needs for above average expenditures, are least able to raise additional revenues through local taxation. New Jersey's Educational Assessment Program of 1972-73 revealed that urban districts were performing significantly worse than the State average in all academic fields tested. This deficiency is not the result of lower expenditures in the cities. The problem is that there are much higher concentrations of children who are harder to educate in urban areas than in the State as a whole. Such children cannot achieve at the State average unless greater-than-average revenues are available for special educational programs. (Author/JM)

**ED 097 397** UD 014 584

Epps, Edgar G., Ed.

Black Students in White Schools.

Pub Date 72

Note—111p.; National Society for the Study of Education Series on Contemporary Educational Issues

Available from—Charles A. Jones Publishing Co., 4 Village Green, S.E., Worthington, Ohio 43085 (\$5.95)

Document Not Available from EDRS.

Descriptors—Admission Criteria, Black Community, \*College Integration, \*College Programs, College Students, Compensatory Education Programs, \*Educational Objectives, Equal Education, \*Higher Education, Inner City, \*Negro Education, Negro Students, Student College Relationship, Urban Education

This volume is concerned with the impact of a new black student population on traditionally white colleges and universities and the reactions of the students to the intellectual and social climates in which they are expected to pursue their academic and social goals. Two chapters are reprints of articles which have appeared in other publications; the others were all written especially for this volume. Two articles report the results of original research. The other chapters are more properly viewed as "informed essays" written by persons who are thoroughly familiar with the situation under study through their knowledge of research and opinion in this area, and through personal experience in working with black students on white campuses. The authors of the original essays were asked to respond to the following set of questions when preparing their contributions: How do colleges and universities react to this new student population? What changes in

the institutions seem most likely to minimize conflict or develop the students' capacity to cope with the academic environment? What mechanisms or adaptations do students use to minimize their individual and group abilities to cope with the academic institution? To what extent do institutional characteristics which are not necessary to the educational process create problems for minority group (or lower class) students? (Author/JM)

ED 097 398 UD 014 586

Phillips, Ivory P.  
**Revolutionizing Black Minds: Guidelines for Black Studies.**

Pub Date Oct 74

Note—28p.; Paper presented at the Annual Meeting of the Association for the Study of African-American Life and History (Philadelphia, Pennsylvania, October 1974); This paper will appear in the book, *Social Studies for Black Students*

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*African American Studies, African History, College Programs, \*Curriculum Development, \*Educational Objectives, Educational Programs, \*Guidelines, Instructional Materials, Negro Culture, Negro History, \*Program Development, Secondary Education, Social Studies, Teacher Recruitment

When black leaders or scholars in the field talk about Black Studies they are talking about compiling and analyzing data relative to black people in an effort to teach black students and/or make decisions about ideologies and strategies essential for survival and liberation. Black Studies are intended to effectively link the campus and the community, Africa and the Americas, so that each helps the other to survive and free itself. It is because some whites recognize this potential that they have moved to co-opt the field of Black Studies or destroy the programs altogether. These guidelines can help us develop and maintain Black Studies programs. Black Studies programs should have clearly defined purposes. All things being equal, the teachers in Black Studies programs should be black. Black Studies materials need to be integrated into all of the disciplines taught and taught as separate programs; Black Studies need to be taught in school and nonschool settings. A Black Studies program should be based on key concepts and generalizations that are crucial to black survival and freedom. One must carefully evaluate the materials intended for use in such programs. Black Studies program administrators and teachers should establish and maintain strong supporters outside the school to serve as resource personnel, political and economic supporters, and as continuous renewal agents. (Author/JM)

ED 097 399 UD 014 587

Herman, Judith, Ed.  
**The Schools and Group Identity: Educating for a New Pluralism.**

American Jewish Committee, New York, N.Y.  
Inst. on Pluralism and Group Identity.

Pub Date Oct 74

Note—73p.

Available from—Institute on Pluralism and Group Identity, American Jewish Committee, 165 East 56th Street, New York, New York 10022 (\$1.75)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Caucasian Students, Cultural Education, Cultural Interrelationships, Cultural Isolation, \*Cultural Pluralism, \*Curriculum Development, Educational Programs, \*Ethnic Studies, \*Federal Programs, Identification (Psychological), Instructional Materials, Middle Class, \*State Programs

Identifiers—Ethnic Heritage Studies Program Act  
In the mid-1960's, the American Jewish Committee published a report on suburban schools' failure (or inability) to teach children about "human differences." Since then, there have been significant changes and solid progress in some school systems: new textbooks and supplementary materials have been published; new courses have been added to teachers' training. Ethnic, really multiethnic, ferment is now accepted as part of the 1970's social climate. But now the difficult task is just beginning, especially in the schools. There are many ways school administrations, teachers, and curriculum developers interpret

"ethnic studies." Most of the materials reviewed in this publication were extensions of traditional education methods. Yet, as the examples suggest, the area of ethnic studies offers many possibilities for innovation that go beyond adding textual content or new individual learning packets. There are many needs for sensitivity, self-understanding, and a better grasp of the complexities of American reality among all children. Similar needs exist among teachers. Publishers are beginning to shape materials more along truly multiethnic, pluralistic lines. One purpose of this paper is to point to useful examples so that each school or system does not feel compelled to "reinvent the wheel." In short, new curricula in ethnic studies, or adding an ethnic dimension to existing curricula, need not be difficult. (Author/JM)

ED 097 400 UD 014 589

Lavin, David  
**Summary of the Report: Open Admissions at the City University of New York. A Description of Two Academic Outcomes After Two Years.**

City Univ. of New York, N.Y. Office of Program and Policy Research.

Pub Date Jun 74

Note—17p.

Available from—CUNY Office of Program and Policy Research, 535 East 80th Street, New York, New York 10021 (\$5.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Academic Achievement, Admission Criteria, College Admission, College Credits, \*College Freshmen, College Programs, Community Colleges, Compensatory Education Programs, Grade Point Average, Higher Education, Longitudinal Studies, \*Open Enrollment, \*School Holding Power  
Identifiers—City University New York, New York City

This report is another in a continuing series of reports on open admissions compiled by the CUNY Office of Program and Policy Research. An earlier report dealt with general trends in student retention at the City University of New York during the period September 1970 through June 1972. The new report studies academic trends, in terms of credits earned, grade point average, and the ratio of credits attempted. Data on which the study is based were collected for freshmen who entered in 1970 and 1971. For the 1970 freshmen, academic outcomes were described over the course of the first four semesters. For the 1971 freshmen, academic outcomes were described for the first two semesters. Data on the first year performance of the two classes were compared. Data were reported in aggregate form for senior and community colleges; comparisons between individual CUNY colleges were also present. Four major topics were considered: (1) academic performance of students (grade point average and credit operation); (2) retention as related to academic performance; (3) the impact of compensatory programs on retention and academic performance; and (4) comparison of academic outcomes for SEEK and non-SEEK students. Based on high school grades, analyses were conducted within certain high school average categories. (Author/JM)

ED 097 401 UD 014 590

Ogbu, John U.  
**Social Structure and Cognitive Behavior: A Critique of the Heredity-Environment Hypothesis and an Alternative Interpretation of Black-White Differences in IQ.**

Pub Date Mar 74

Note—43p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (Boston, Massachusetts, March 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Cognitive Development, Cognitive Processes, Educational Problems, Employment Opportunities, Environmental Influences, Family Influence, Genetics, Heredity, \*Intelligence Differences, Nature Nurture Controversy, \*Racial Differences, \*Racial Discrimination, Racism, \*Sex Differences, Social Influences, \*Social Structure

This paper deals with the issue of black-white differences in cognitive skills. Some authorities attribute these differences to differences in the environments of black and white homes. Others state that the differences are due to differences in genes, i.e., heredity. Scholars holding these two

opposing views have become more or less entangled in an endless debate since Jensen published his article in 1969. The purpose of this paper is to suggest an alternative, structural explanation. The hypothesis proposed here is that black-white differences are due to adaptation to different cognitive requirements of their respective positions in the American caste system. In particular, it argues that the ascribed status of blacks which restricts them from participating in higher levels of American techno-economic organization has resulted in blacks evolving patterns of cognitive skills which are different from those developed by white Americans. This hypothesis has the advantage in that it can be applied to explain the observed differences between black males and black females as well as to minority-majority differences in other societies where similar pariah groups exist. Its significance for social policy lies in the fact that it identifies the cause rather than the symptoms of black educational problems. (Author/JM)

ED 097 402 UD 014 591

Wertheim, Sally H. And Others  
**Alternative Programs in Public Secondary Schools in Greater Cleveland: A Descriptive Study. [Summary Report; Detailed Study, Sections 1-9].**

Martha Holden Jennings Foundation, Cleveland, Ohio.

Pub Date Mar 74

Note—845p.

Available from—Martha Holden Jennings Foundation, 700 National City Bank Building, Cleveland, Ohio 44144 (Price not quoted)

EDRS Price MF-\$1.35 HC-\$40.20 PLUS POSTAGE

Descriptors—\*Alternative Schools, Educational Alternatives, Educational Change, Educational Innovation, Educational Needs, Educational Programs, Program Descriptions, \*Program Evaluation, \*Public Schools, \*Secondary Schools, Secondary School Students, Student Needs, Suburban Schools, Urban Schools  
Identifiers—Cleveland, Ohio

The purposes of the study are: (1) to provide a description of alternative programs within public high schools, (2) to compile a written history of these programs, (3) to provide information necessary to compare innovations in alternative schools within and without public school systems, and (4) to collect and disseminate information about alternative programs. The report is organized in sections which describe each of the eight programs studied in-depth. Preceding this is Section I which gives the background, describes the procedures, gives an overview of public school alternatives nationally and those in Cleveland not included in the in-depth study, and contains conclusions and recommendations of the project director. Also included is a summary report. Alternative programs studied in depth include: (1) Beachwood City Schools: Concept One; (2) Berea City Schools: The Roaring 100's; (3) Cleveland-Heights-University-Heights City Schools: New School; (4) The Cleveland Public Schools: The Woodland Job Center; (5) The Work-Study Program; (6) Mayfield City Schools: Early Graduation Program, A Prototype; (7) Parma City Schools: Education Through Inquiry; and (8) Shaker City Schools: Catalyst. Results were organized under the following chapter headings: Introduction and Background, Data, Program, Student and Teacher Interviews, and School's Self-Evaluations, Problems, and Impact. (Author/JM)

ED 097 403 UD 014 592

Kadane, Joseph B. And Others  
**An Econometric Model for Estimating IQ Scores and Environmental Influences on the Pattern of IQ Scores Over Time.**

American Statistical Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Elementary School Students, \*Environmental Influences, \*Intelligence Level, Kindergarten Children, \*Longitudinal Studies, \*Models, Multiple Regression Analysis, Predictive Validity, \*School Role, Secondary School Students, Statistical Analysis, Urban Schools

## Identifiers—Pennsylvania, Pittsburgh

This paper offers a preliminary analysis of the effects of a semi-segregated school system on the IQ's of its students. The basic data consist of IQ scores for fourth, sixth, and eighth grades and associated environmental data obtained from their school records. A statistical model is developed to analyze longitudinal data when both process error and measurement error must be accounted for. IQ tests are used in this paper as convenient measures of a certain kind of performance thought to be important for success in schools and certain kinds of jobs. Most of the environmental variables included in the model can be construed to measure the nature or degree of contact with mainstream culture. The data were collected in the summer of 1971 from the cumulative school records of all students who had just finished the ninth grade in the Pittsburgh public school system. The time period examined is nine years between 1962 and 1970, during which time a proportion of the group passed from kindergarten to eighth grade in the Pittsburgh system. IQ tests were administered during this period to children in kindergarten, fourth, sixth, and eighth grades. The tests administered were the Detroit (kindergarten), Kuhlmann-Anderson (fourth grade), Otis Beta FM (sixth grade), and Otis Lennon (eighth grade). (Author/JM)

ED 097 404 UD 014 593

Boardman, Anthony E. And Others.  
A Simultaneous Equations Model of the Educational Process: The Coleman Data Revisited with an Emphasis on Achievement.  
American Statistical Association, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Academic Achievement, Feedback, \*Mathematical Models, Mathematics, Models, Reading Achievement, School Conditions, School Demography, \*School Role, \*Student Characteristics, Teacher Influence, Verbal Ability

Identifiers—Coleman Report, \*Equality of Educational Opportunity Report

This paper has two main purposes. First, it examines verbal, nonverbal, reading, mathematical, and general informational achievement. Second, it estimates the achievement equations of a simultaneous equations model of the educational process. The report, "Equality of Educational Opportunity," (EEOR) acted as a watershed for research into educational production functions. Virtually all of the voluminous research in this area chooses verbal achievement as the sole achievement measure. With a single exception, moreover, no model of the educational process allows for feedback effects from one variable to another. A model of the educational process should postulate pupil achievement and control of the environment as endogenous variables. Both the home and the school are shown by the results of this study to be important for all achievements, especially verbal and general informational. More variables seem important for nonverbal achievement than for any other type of achievement. The absolute value of the coefficients in the mathematical achievement equations are generally smaller than in the other equations. This finding indicated that the explanatory variables may be less important for mathematics than for other achievements. Contrary to the probable expectations of the EEOR's authors, the general information equation fits the data best, not the verbal equation. (Author/JM)

ED 097 405 UD 014 594

Kaufman, Maurice  
Evaluation of E. S. E. A. Title I Project of the Silver Lake Regional School District, Summer 1973.

Pub Date 73

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Art Education, Counseling Services, \*Disadvantaged Youth, Economically Disadvantaged, Educational Diagnosis, \*Elementary School Students, Phonics, Physical Education, \*Program Evaluation, Reading Achievement, Speech Therapy, \*Summer Programs

## Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Massachusetts

The summer 1973 Title I, Elementary Secondary Education Act of 1965 project was conducted in three communities of the Silver Lake Regional School District; Halifax, Kingston, and Plympton. The program consisted of instruction in reading, mathematics, physical education, art, speech therapy, and counseling and psychological testing. The target population was children who had completed grades 1, 2, 3, 4, or 5. Children were selected for the program on the basis of educational need in reading or mathematics. The children were selected by means of achievement testing and teacher referral. Each child participated in reading or mathematics instruction or both, depending on need. All children participated in art and physical education activities. The evaluator visited the three schools in which the program was conducted, observing instruction and activities and interviewing the staff. Test results and other information were submitted to him for analysis. Progress in reading comprehension occurred at each grade level. Phonics knowledge was initially good or showed significant improvement. Third, fourth, and fifth graders made significant gains in mathematics. No gains were made on the motor screening test. Speech and counseling work evidently serves as a helpful bridge between the preceding and following school years. (Author/JM)

ED 097 406 UD 014 595

Brown, Edward K.  
Cognitive Mechanisms of Children Exhibiting Learning Disabilities.

Pub Date 31 Oct 74

Note—40p.; Paper presented at the International Symposium on Learning Disabilities (Miami Beach, Florida, October 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Basic Skills, Cognitive Development, \*Cognitive Processes, Cognitive Tests, Educational Theories, \*Junior High School Students, \*Learning Disabilities, \*Learning Processes, Learning Theories, \*Models, Multiple Regression Analysis, Research Methodology, Statistical Analysis

Although a lot of data on the psychological characteristics of children having learning disabilities have been gathered, not very much has been done to discover the underlying mechanisms, processes, or phenomenon of learning disability. Without more investigations which attempt to get at these, we will continue to be at a loss to prescribe effective methods for improving the health, education, employment opportunity, and social health of these children. A homomorphic psychometric model has been proposed to show the integrative functions and relationships between and among psychometric measures of learning ability, aptitude, and/or achievement. If the proposed homomorphic psychometric model can be used to demonstrate interrelationships among psychometric measurements as do the cognitive structures of learning theorists and as do neuron during interfascilitation, then a systematic study of the distribution and interrelationships of such measures among high- and low-achieving children might offer insights into means by which each group proceeds to solve educational tasks. In a recent study an attempt was made to discover the differences between the cognitive functions of 109 high- and low-achieving eighth grade students. Six tests of cognitive ability and eight subtests of the Iowa Tests of Basic Skills were used in the analyses. (Author/JM)

ED 097 407 UD 014 596

Pozner, Jay  
Social-Class and the Description of Visual Arrays.  
Technical Report No. 6.

Wayne State Univ., Detroit, Mich. Center for the Study of Cognitive Processes.

Report No.—CSCP-TR-6

Pub Date Oct 74

Note—26p.; Parts of this document may not be clearly legible on reproduction due to the uneven print quality of the original

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Caucasian Students, Cognitive Processes, \*Communication Problems, Comparative Analysis, \*Elementary School Students, \*Information Processing, Lower Class Students, Middle Class, Occupations, Parental

## Background, \*Social Differences, Socioeconomic Status, \*Visual Perception Identifiers—Michigan

The study reported here was an attempt to systematically manipulate certain factors which might be responsible for the poor communicational performance of lower socioeconomic status children. The major questions raised were: Can differences in task difficulty, perceptual characteristics of the task, and task instructions attenuate or eliminate observed SES differences? These three task variables are concerned with the information processing demand characteristics of the communication task. This study attempted to determine whether the problems encountered by the lower SES child in a referential communication task were communication problems or whether these problems could be attributed to information processing difficulties. This study utilized a simple referential description task in order to explore the possible effects of information processing factors on the speaker's communicational performance. If interactions were to be observed between the three above mentioned classes of task variables and the SES of the speaker, this might indicate that the problems encountered by the lower SES speaker were caused by information processing difficulties. Seventy-two fourth grade male and female white students (half lower SES and half middle SES), who had achieved normal age-grade placement, served as subjects in the study. (Author/JM)

ED 097 408 UD 014 598

Van Meter, Roz. Haswell, Harold A.  
Educational Components of Model Cities: A Report on Region VI.

Office of Education (DHEW), Dallas, Tex. Regional Office 6.

Pub Date Sep 74

Note—190p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Community Involvement, Depressed Areas (Geographic), Economically Disadvantaged, \*Educational Programs, Federal Aid, \*Federal Programs, Ghettos, Inner City, \*Poverty Programs, \*Program Evaluation, Resource Allocations, Southern States, Urban Environment, Urban Population

Identifiers—\*Model Cities

The Demonstration Cities and Metropolitan Development Act of 1966 called for a comprehensive attack on social, economic, and physical problems of blighted urban areas through the concentration and coordination of resources. It also required the involvement of neighborhood citizens in all aspects of planning: from setting goals, choosing objectives, and identifying problems, to preparing programs and determining priorities. It was anticipated that three major outcomes would result. Disadvantaged people would experience a substantial improvement in their lives and opportunities. City governments would have a greater ability to deal with both physical and social problems at the local level. Imaginative approaches to alleviating age-old dilemmas would emerge from the synergistic efforts of professional helpers and the people needing the help. This report deals only with the Educational Component of Model Cities—those projects in each of the 16 participating Region VI cities which dealt with academic, vocational, and self-perception needs of the residents. Section 2 offers an inventory of each city's Model Cities educational programs, followed by closer examination of one or two projects considered by local leaders to have made a significant impact on their community. Notice is made of those programs which have been brought into the state and/or local structure. (Author/JM)

ED 097 409 UD 014 599

Guerra, Roberto S. And Others  
Black Youth and Occupational Education in Texas.

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Jun 74

Note—189p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Community Attitudes, Dropout Characteristics, Employer Attitudes, Employ-

ment Opportunities, High School Students, \*Negro Students, \*Occupational Guidance, Parent Attitudes, School Personnel, State Government, State Programs, \*State Surveys, Student Attitudes, \*Vocational Education Identifiers—\*Texas

This report focuses on the responses given by 1,531 black high school students interviewed in 11 school districts throughout the State of Texas. It also reports on interviews conducted with a sample of black graduates, dropouts, and parents, school personnel, community people, and employers. Part 1 includes background material. The findings of a previous study in occupational education which resulted in these reports are briefly analyzed. The framework of the study is described in detail: project goals and objectives, general methodology, description of target populations, and the organization and phasing utilized in its execution. Part 2 contains an analysis of the characteristics, attitudes, aspirations, and problems of the black high school students interviewed in 23 high schools located in key metropolitan areas as well as a number of communities in East Texas. In addition, it summarizes the results of two other questionnaires and interviews administered to a limited number of black parents whose children are enrolled in vocational programs and a small sample of black students who have left school either by dropping out or through graduation. Part 3 incorporates other project findings gathered through interviewing school personnel, community people, and employers. Part 4 is a summary of the findings and a discussion of their implications. (Author/JM)

ED 097 410 UD 014 600

Schuman, Howard Hatchett, Shirley  
**Black Racial Attitudes: Trends and Complexities.**  
 Michigan Univ., Ann Arbor. Inst. for Social Research.  
 Pub Date 74  
 Note—157p.

Available from—Sales Fulfillment Section, Inst. for Social Research, Survey Research Center, Univ. of Michigan, Box 1248, Ann Arbor, Mich. 48106 (\$5.50, paper)

Document Not Available from EDRS.

Descriptors—\*Changing Attitudes, Cross Sectional Studies, Demography, Field Interviews, Heads of Households, Item Analysis, \*Longitudinal Studies, \*Negro Attitudes, \*Racial Attitudes, Research Problems, Socioeconomic Status, Statistical Analysis, Urban Population, Violence

Identifiers—\*Detroit, Michigan

The slogan "study the victimizers, not the victims," can too easily become an excuse for substituting the ideologies and preconceptions of white and black intellectuals for the often different reality revealed by empirical research. This monograph tries to present a modest but complex set of data gathered using attitude sample survey

methods, and to do so within a relatively objective framework of analysis and reporting. The main final comparison samples were representative of Detroit black heads and wives of heads of house, ages 21-69 inclusive, at each of three points in time. The first set of data is drawn from interviews with 2,809 black respondents, ages 16-69, in Detroit and 14 other American cities. These interviews were carried out between January 6 and March 31 of 1968. A second independent survey of black attitudes was carried out in Detroit by the Detroit Area Study April 24-July 31 of 1968. It included six questions from the first study. Because the assassination of Martin Luther King occurred during the three weeks between the completion of the first study and the beginning of the second, a comparison of responses to the six repeated questions permits assessment of the immediate effect of the assassination on attitudes of the Detroit black adult population. The third survey, also a Detroit area study, was carried out in 1971, April 15-September 26. (Author/JM)

ED 097 411 UD 014 601

Male, George A.

**The Struggle for Power: Who Controls the Schools in England and the United States.**

Pub Date 74

Note—198p.; Sage Library of Social Research, Volume 5

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 (\$6.00, paper)

Document Not Available from EDRS.

Descriptors—Bias, Centralization, Comparative Education, Decentralization, Educational Opportunities, \*Educational Policy, Educational Resources, \*Governance, \*Political Power, Public Policy, \*School Administration, School Community Relationship, School Policy, Teacher Associations

Identifiers—\*England

This book traces the struggle for power to control the schools. It is important for both Americans and Englishmen to understand the ramifications of growing national power in the field of education. England's experience with this phenomenon in the 1960's and 1970's suggests the following generalizations: Individual freedom and personal choice have been reduced for some individuals, for some groups, and for some institutions. Educational opportunity has been increased for those at the bottom, the so-called working class. A nationwide commitment to an equitable division of the nation's resources has been made, but the national government has not been able to solve the problems of status and social class differences which divide Englishmen al-

most as effectively as Negro-white differences do in the U.S. Central control does not inhibit innovation and reform in education. The growing power of the national government has stimulated the growth of militancy among teachers and their organizations. The growing power of the national government has stimulated an outburst of citizen protest indicating they want to be included in the decision-making process. The movement toward growing national control of education has been encouraged inadvertently by teachers' organization, citizen groups, and local governments alike. (Author/JM)

ED 097 412 UD 014 602

Akin, John S. Garfinkel, Irwin

**Economic Returns to Education Quality: An Empirical Analysis for Whites, Blacks, Poor Whites, and Poor Blacks. Institute for Research on Poverty Discussion Papers No. 224-74.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-224-74

Pub Date Sep 74

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Achievement Need, Census Figures, Educational Economics, Educational Experience, \*Educational Quality, Expenditure Per Student, Family Influence, \*Income, Models, \*Racial Differences, Research Methodology, School District Spending, \*Social Differences, \*Statistical Analysis

Identifiers—Michigan

Social scientists with an interest in education policy have devoted a great deal of time in recent years to assessing if the level of per pupil school expenditures is related to any outputs of formal education that are valued by our society. In this paper we develop several alternative models for the purpose of estimating the effects of per pupil school expenditures on future earnings, and on the basis of these estimates we calculate a range of rates of return to expenditures. After a brief review of the literature, we describe our data, develop the models, and the present and discuss the empirical results. Most of the data comes from the University of Michigan Survey Research Center's Income Dynamics Panel. This survey contains information for the five years from 1968 through 1972. The study uses only male respondents who are between the ages of 30 and 55 in 1972. The Michigan Survey has such data as annual and hourly earnings for five years, years of schooling, age, race, and father's years of schooling. Researcher also obtained data from the 1930, 1940, 1950, and 1960 U.S. Censuses of Population on per pupil expenditures and per capita income by state. From 1930, 1940, and 1960 Biennial Surveys of Education, researchers obtained per pupil school expenditures by race for the 17 Southern states with separate school systems prior to 1954. (Author/JM)



This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

## Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

## Ability

Feasibility of Using Special Measures in the Classification and Assignment of Lower Mental Ability Airmen.

ED 097 358

## Ability Identification

Education, Screening and the Demand for Labor of Uncertain Quality.

ED 097 265

## Abstraction Levels

Applying Piaget's Theory to Reading Instruction.

ED 097 110

An Experimentally Induced Reversal in the Normal Sequence of Development.

ED 097 129

## Abstract Reasoning

An Evaluation of a Cognitive-Developmental Values Curriculum for Primary Grade Children.

ED 097 127

## Abstracts

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Vol. 7, No. 2.

ED 096 421

Abstracts of Research, July 1973 through June 1974.

ED 097 025

CIRF Publications, Vol. 12, No. 5.

ED 096 453

Investigations in Mathematics Education, Vol. 7 No. 1.

ED 097 226

Mexican American Education, A Selected Bibliography (With ERIC Abstracts). ERIC/CRESS Supplement No. 4.

ED 097 187

Rural Education, A Selected Bibliography (With ERIC Abstracts).

ED 097 186

Small Schools, A Selected Bibliography (With ERIC Abstracts).

ED 097 185

## Academic Achievement

Analysis of Academic Achievement of Pasadena City College Transfers in the California State College-University System.

ED 097 044

An Analysis of Academic Success of New Pasadena City College Transfers at University of California, Fall 1966-Spring 1972.

ED 097 045

Assessment of the Impact of Individualized Instruction on Students--Technical Report.

ED 096 959

Delivering HRD [Human Resource Development] Skills in the Public Schools.

ED 096 579

The Development of an Activity Index: An Analysis of Hours Worked and Credit Hours Carried by Full-Time Students of Delaware County Community College.

ED 097 079

The Effect of Socio-Economic Levels on Selected Educational Factors in Puerto Rico.

ED 097 262

An Experimental Investigation of Teacher Behavior and Student Achievement in the Distar Instructional System.

ED 097 120

Factors in Graduate School Performance.

ED 096 862

Mastery Learning Strategies Applied to the Teaching of Statistics.

ED 097 357

National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.

ED 097 348

Program Description and 1973 Outcome Data: Engelmann-Becker Follow Through Model.

ED 096 780

A Proposal for a "SIR" Adjusted Index of Educational Competence.

ED 097 366

A Simultaneous Equations Model of the Educational Process: The Coleman Data Revisited with an Emphasis on Achievement.

ED 097 404

A Study of the Effectiveness of the Developmental Mathematics Courses at Danville Community College.

ED 097 049

Summary Analyses of Five-Year Data on Achievement and Teaching Progress with 14,000 Children in 20 Projects. Technical Report 73-2. Preliminary Report.

ED 096 781

Summary of the Report: Open Admissions at the City University of New York. A Description of Two Academic Outcomes After Two Years.

ED 097 400

Urban Schools and Equality of Educational Opportunity in New Jersey: A Report of the New Jersey Education Reform Project.

ED 097 396

## Academic Aspiration

Careers of Black Youth in the Metro-East Area. Final Report.

ED 096 583

## Academic Education

Correlated Curriculum Program: Business Careers, Level 1.

Suggested Activities for Relating Basic School Subjects to Future Careers (Grades 6-8).

ED 096 482

## Accountability

Accountability in Guidance Services. A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan.

ED 096 597

Accountability vs. Autonomy in Post-Secondary Education (Clinic 11).

ED 096 903

Sources of Inequities in Rural America: Implications for Research.

ED 097 136

Structured Field-Based Experiences for a Social Studies Secondary Teacher Certification Program. Occasional Paper Series No. 74-5.

ED 097 244

Toward Accountability. A Report on the Mesa Approach to Career Guidance, Counseling, and Placement.

ED 096 567

## Accreditation (Institutions)

Accreditation, Licensure, Certification and Public Accountability (Clinic 9).

ED 096 902

Articles on Educational Accountability in Universal English. Revised.

ED 096 741

A Manual on Standards Affecting School Personnel in the United States. 1974 Edition.

ED 097 335

Super-Parent: An Analysis of State Educational Controls.

ED 096 770

## ACE Model

Economic Impact of Community Colleges on Local Economies.

ED 097 065

## Achievement

The Anatomy of a Good Student.

ED 096 568

Education and the Socioeconomic Career: U.S.-Swedish Comparisons.

ED 097 268

An Investigation of Adult Expectations as They Affect Children's Learning and Performance. Final Report.

ED 096 584

## Achievement Rating

Factors in Graduate School Performance.

ED 096 862

## Action Programs (Community)

Ecologue/Cambridgeport Project. Final Report.

- ED 097 200  
Sketches of Local Action Programs for School Environmental Education. Update.  
ED 097 199
- Activity Units**  
The Development of an Activity Index: An Analysis of Hours Worked and Credit Hours Carried by Full-Time Students of Delaware County Community College.  
ED 097 079
- Addiction Research Center Inventory**  
An Overview of Addiction Research Center Inventory Scales (ARCI): An Appendix and Manual of Scales.  
ED 097 365
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Basic Processes in Simple Problem Solving. Final Report.  
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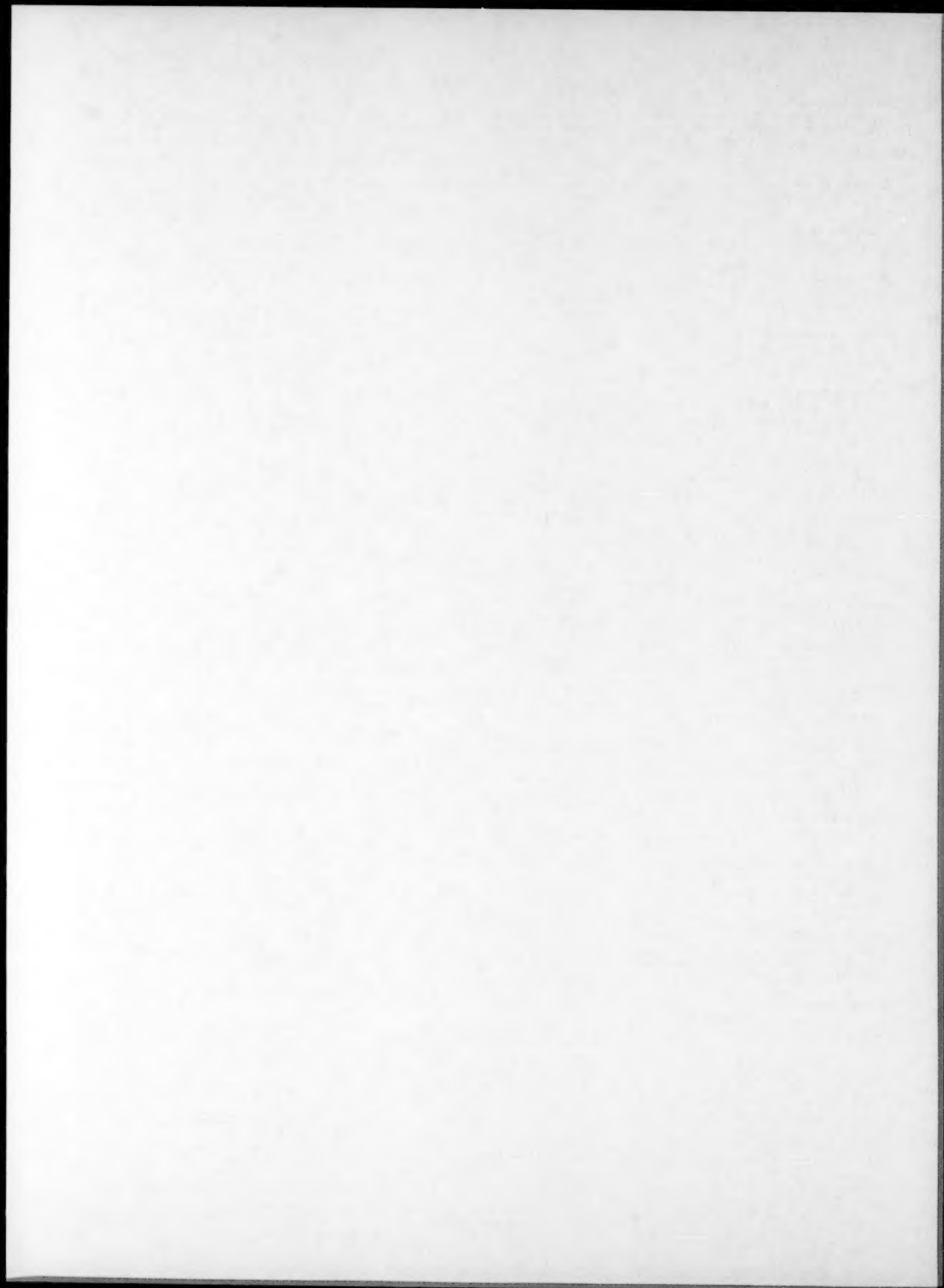
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**Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.**

Assessment of Reflectivity-Impulsivity in Primary Level Educable Mentally Retarded Children.

ED 096 782

**Yugoslav Inst. for Educational Research, Belgrade.**

Early Childhood Education in Yugoslavia. A Special Issue of Selected Bibliography of Yugoslav Educational Materials.

ED 097 286

## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) for the January 1972 through December 1974 issues of Research in Education (RIE):

### ACCOUNTABILITY 020

- SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

### ADAPTED PHYSICAL EDUCATION 390

- SN Adaptation of regular physical education programs for individuals with handicapping conditions.

### Adaptive Behavior

- USE ADJUSTMENT (TO ENVIRONMENT)

### ADMISSIONS COUNSELORS 380

### ADOLESCENT LITERATURE 260

- SN Any reading material written primarily for, or read widely by, youth of secondary school age.

### AEROSPACE EDUCATION 140

- UF Aerospace Science Education

### AESTHETIC EDUCATION 140

- UF Aesthetic Development

### AIR INFLATED STRUCTURES 210

- SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

### AIR SUPPORTED STRUCTURES 210

- SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

### ALCOHOLIC BEVERAGES 250

### ALTERNATIVE SCHOOLS 470

- SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

### ALTRUISM 040

- SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

### AMERICAN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

### ANEMIA 250

- UF Iron Deficiency Anemia  
Sickle Cell Anemia

### ANSWER SHEETS 520

- SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.  
UF Answer Booklets  
Answer Cards

### ARCHERY 390

### ARTIFICIAL LANGUAGES 300

- SN Languages created for international communication, e.g., Esperanto and Interlingua.

- UF Constructed Languages

### ASIAN AMERICANS 380

- SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.  
UF Amerasians  
American Orientals  
Oriental Americans

### ASIAN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldiv Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

### ASSISTANT PRINCIPALS 380

### BIRTH RATE 120

- SN Actual frequency of births in a population.

- UF Fertility Rate  
Natality

### BODY LANGUAGE 080

### CAPITALISM 480

### Career Development

- USE VOCATIONAL DEVELOPMENT

### CASTE 490

- SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

### CHANGE STRATEGIES 510

- SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

### CHEMICAL NOMENCLATURE 400

### CHILD ADVOCACY 480

- SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

### CHILDRENS LITERATURE 260

- SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

### COMPENSATION (CONCEPT) 310

- SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

### CONCEPTUAL TEMPO 420

- SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

### CONFIDENCE TESTING 190

- SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

### CONSERVATION (ENVIRONMENT) 460

- SN Preservation of the environment, including natural resources, from loss, waste, or harm.

### CONSTRUCTION MANAGEMENT 020

### CORPORAL PUNISHMENT 310

- SN Infliction of physical pain upon one person by another.

### COST INDEXES

- SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.

- UF Index Numbers (Costs)  
Price Indexes

### CUBANS 380

### CUTTING SCORES 190

- SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

- UF Critical Scores

### DAILY LIVING SKILLS 010

- SN Personal management and social skills which are necessary for adequate functioning on an independent basis.

- UF Fundamental Skills (Daily Living)

### DECODING (READING) 440

- SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

### DELIVERY SYSTEMS 020

- SN Organizational and administrative aspects of the provision of services.

### DESENSITIZATION 420

- SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

### DESIGN BUILD APPROACH 020

- SN Entering into a single contract for design services and construction services.

- UF Design Construct Method  
Turnkey Building

**DIMENSIONAL PREFERENCE 060**

SN Cue response to color, form, or size.

**Diplomacy**

USE FOREIGN RELATIONS

**DIPLOMATIC HISTORY 260**

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

**Diplomatic Policy**

USE FOREIGN POLICY

**DISARMAMENT 480**

UF Arms Control  
Multilateral Disarmament  
Nuclear Control  
Unilateral Disarmament

**DISSENT 060**

UF Dissensus

**DRINKING 250**

SN Consumption of alcoholic or other beverages.  
UF Social Drinking

**DRUG EDUCATION 140**

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

**Ecosystems**

USE ECOLOGY

**EDITING 080**

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.  
UF Copyediting

**EDITORIALS 050****EDUCATIONAL ALTERNATIVES 140**

SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).  
UF Alternative Education  
Educational Choice  
Instructional Alternatives  
Teaching Alternatives  
Training Alternatives

**EDUCATIONAL ANTHROPOLOGY 480**

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

**EDUCATIONAL ASSESSMENT 180**

SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

**EFFICIENCY 180**

SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

**ENCAPSULATED FACILITIES 210**

SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

**ENERGY CONSERVATION 460**

SN Preventing loss or waste of energy.

**ENGLISH FOR SPECIAL PURPOSES 300**

SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

**ETHNOCENTRISM 040**

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

**EXTERNAL DEGREE PROGRAMS 140**

UF Extended University  
Open University  
University Without Walls

**FACILITY PLANNING 210****FAST TRACK SCHEDULING 020**

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

**FOUND SPACES 210**

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

**FULL STATE FUNDING 220****Fundamental Skills (School)**

USE BASIC SKILLS

**Future Studies**

USE FUTURES (OF SOCIETY)

**FUTURES (OF SOCIETY) 480**

UF Alternative Futures  
Future Studies  
Futurism  
Futuristics  
Futurology

**GENERATIVE PHONOLOGY 290**

SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

**GLOBAL APPROACH 480**

SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.  
UF International Approach  
Worldmindedness  
Worldwide Approach

**HISTORIOGRAPHY 260**

SN Research into and writing of history.

**HOMOSEXUALITY 060**

UF Lesbianism

**HUMANISTIC EDUCATION 140**

SN Educational system designed to achieve affective outcomes or psychological growth with the mastery of substantive academic subjects—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.  
UF Affective Education  
Confluent Education  
Human Relations Education  
Psychological Education  
Values Education

**HUMANIZATION 490**

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.  
UF Dehumanization

**HYBRID AIR STRUCTURES 210**

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

**IDEOGRAPHY 290**

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

**Intergovernmental Organizations**

USE INTERNATIONAL ORGANIZATIONS

**International Behavior**

USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**

UF War Crimes

**INTERNATIONAL LAW 230**

UF International Legal Analysis  
International Torts  
Law of Nations

**International Policy**

USE FOREIGN POLICY

**International Politics**

USE FOREIGN RELATIONS

**ITEM BANKS 520**

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.  
UF Item Pools

**Labor Demand**

USE MANPOWER NEEDS

**LAND ACQUISITION 020****LAYOUT (PUBLICATIONS) 030**

UF Format (Publications)

**LEAD POISONING 250****Learning Centers**

USE LEARNING LABORATORIES

**LIFE STYLE 060**

SN Manner of living chosen as a personal response to the social and cultural milieu.

**Lifelong Integrated Learning**

USE CONTINUOUS LEARNING

**LINGUISTIC DIFFICULTY (INHERENT) 290**

- SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

**LOCUS OF CONTROL 420**

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
- UF Internal External Locus of Control.

**LUNAR RESEARCH 450**

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
- UF Lunar Exploration

**MANAGEMENT BY OBJECTIVES 020**

- SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

**MARRIED STUDENTS 380****MATRICES 340****MECHANICS (PHYSICS) 400**

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
- UF Classical Mechanics

**MERIT PAY 220****MEXICANS 380**

- SN Citizens of Mexico

**MIDDLE EASTERN STUDIES 450**

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

**Military Policy****USE FOREIGN POLICY****MISCUE ANALYSIS 440**

- SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.
- UF Miscue Taxonomy

**MOLECULAR STRUCTURE 220****MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

- SN Developmental processes in the formation of moral reasoning and judgments.

**MULTIDIMENSIONAL SCALING 190**

- SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

**NATURE NURTURE CONTROVERSY 130**

- SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
- UF Environment Heredity Controversy  
Heredity Environment Controversy  
Learning Maturation Controversy  
Maturation Learning Controversy

**NEUROLINGUISTICS 290**

- SN A branch of linguistic science relating language behavior to the neurological sciences.

**NEWS REPORTING 080****NONFICTION 260****NONFORMAL EDUCATION 140**

- SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

**NONPUBLIC SCHOOL AID 220****NONRESERVATION AMERICAN INDIANS 380**

- SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
- UF Off Reservation American Indians

**NORMALIZATION (HANDICAPPED) 250**

- SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

**OBSERVATIONAL LEARNING 310**

- SN Behavioral effect on the learner resulting from the observation of a model.
- UF Imitative Learning

**OPEN BOOK TESTS 520****OPEN EDUCATION 140**

- UF Open Schools

**ORGANIZATIONAL DEVELOPMENT 020**

- SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

**ORGANIZATIONAL EFFECTIVENESS 180**

- SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

**ORGANIZATIONAL THEORIES 020**

- SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

**OUTREACH PROGRAMS 410**

- SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
- UF Community Outreach  
Outreach Counseling

**PARANOID BEHAVIOR 420**

- SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

**PARENTHOOD EDUCATION 140**

- SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

**PAROCHIAL SCHOOL AID 220****PEACE 480**

- UF International Peace  
World Peace

**PEER COUNSELING 090**

- SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

**PERFORMANCE BASED EDUCATION 140**

- SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
- UF Competency Based Education  
Consequence Based Education  
Criterion Referenced Education  
Output Oriented Education  
Proficiency Based Education

**PERFORMANCE BASED TEACHER EDUCATION 140****PHONEME GRAPHEME CORRESPONDENCE 290**

- SN Relationship between speech sound (phoneme) and written symbol (grapheme).
- UF Grapheme Phoneme Correspondence

**PHYSICIANS ASSISTANTS 380**

- SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

**PNEUMATIC FORMS 210**

- SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

**POLISH AMERICANS 380****POPULATION EDUCATION 140**

- SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

**PREGNANT STUDENTS 380**

**PRIMARY SOURCES 460**

- SN Original evidence (documents, relics, oral records, etc.) used in historical research.
- UF Original Sources

**PROCESS EDUCATION 140**

- SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

**Program Implementation****USE PROGRAM DEVELOPMENT****PROPERTY TAXES 230**

- UF Ad Valorem Tax

**PUBLIC SERVICE OCCUPATIONS 350**

- SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

**PUNISHMENT 310****PUPPETRY 030**

- UF Puppets
- Puppet Shows

**RELOCATABLE FACILITIES 210**

- UF Nonpermanent Facilities

**RESPIRE CARE 490**

- SN Short-term care of the handicapped, in or outside the home, to provide family relief.

**REVENUE SHARING 220**

- SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

**REVOLUTION 480**

- SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

**ROLE MODELS 420**

- SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

**SEMANTIC DIFFERENTIAL 190**

- SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

**SEX DISCRIMINATION 480**

- UF Discrimination (Sex)
- Sex Bias
- Sex Prejudice

**SEX ROLE 490**

- SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

**SEX STEREOTYPES 490****SHARED FACILITIES 210**

- SN Facilities used by two or more distinct groups, institutions, organizations, etc., whether for the same function or for different functions.
- UF Joint Occupancy

**SI Units****USE METRIC SYSTEM****SOCIALISM 480****SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

- SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.
- UF Cross Eyes
- Heterophoria
- Heterotropia
- Walleyes

**STUDENT RESPONSIBILITY 040****TEACHER CENTERS 210**

- SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/in-service levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.
- UF University Training Centers

**TEACHER DISCIPLINE 020**

- SN Discipline of, not by, teachers.

**TEACHER DISMISSAL 020****TIMEOUT 420**

- SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

**TOTALITARIANISM 230**

- UF Dictatorship

**TREATIES 230**

- SN Negotiated agreements between two or more political authorities.

**UPPER DIVISION COLLEGES 470**

- SN Colleges offering junior, senior, and graduate level courses.

**Valence (Language)****USE SYNTAX****VENEREAL DISEASES 250**

- UF Syphilis
- Gonorrhea
- Chancroid

**VISUAL AIDS 050**

- UF Visual Equipment
- Visual Instrumentation
- Visual Materials
- Visual Media

**VISUAL LITERACY 010**

- SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

**VOCATIONAL MATURITY 130**

- SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

**WAR 480**

- UF Civil War
- Conventional Warfare
- Guerrilla Warfare
- International War
- Unconventional Warfare

**WASTE DISPOSAL 410**

- SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

**WASTES 460**

- SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
- UF Litter
- Refuse

**WOMENS ATHLETICS 390****WOMENS STUDIES 110**

- SN An academic discipline that incorporates courses about women either separately or as a field of study.
- UF Female Studies

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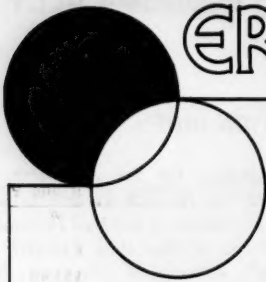
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